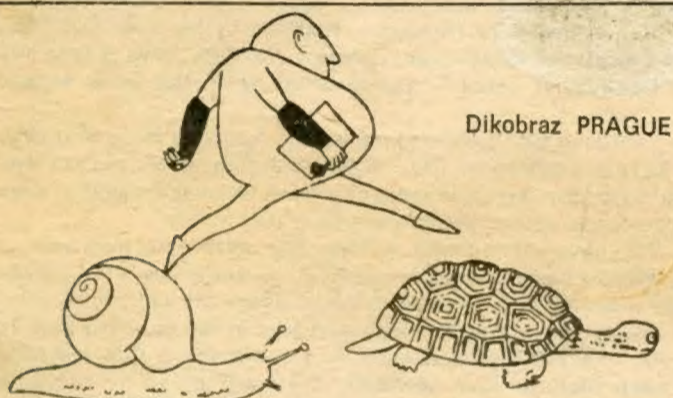




"I CAN DO IT MYSELF, FATHER". The Very Rev. Patrick Malone and Mr. Arthur Mayne, vice-president of the Royal Bank, hammer away at the 'last spike' during official opening ceremonies of the Bryan Building last Sunday afternoon.



Great leaps are being taken in Student Unionism in Quebec. We're sure to forge ahead.

Carnival Loss Unsettled

By PETE KELLY

Rumors continue to swirl around the Student Centre this week as unconfirmed reports placed the financial loss incurred by Carnival at anything from \$3,000 to \$10,000.

Although no one denied that a substantial loss exists, there is still no word from either the LMSA executive or the Carnival Committee as to the exact extent of this loss.

Chairman Steve Callary stated that at the present time it is impossible to compute with any degree of accuracy the financial status of his committee. The main reason given is the fact that the Carnival's financial books have not been reconciled with those of the LMSA and that not all receipts or disbursements are presently known.

Although those responsible for the final audit predict an ultimate loss of no more than \$5,000, the NEWS has received as yet unconfirmed figures from a usually reliable source that would place the present minimal loss at approximately \$7,300.

This figure, taking present profits into account, is a result of a \$3,000 loss incurred by the Mitchell Trio Concert coupled with a \$1,500 deficit listed as "Executive Expenses" and a "Public Relations" expenditure of \$2,800.

Although this amount of \$7,300 is considerably over what has been called the "maximum", it is highly probable that this figure will climb into the \$8,000 - \$10,000 bracket as more claims on the Carnival Committee are expected in the next few weeks. If this is indeed the case it would mean that nearly half of the \$19,400 budget allotted for the Carnival has been lost by the Committee.

Unexpected; but still welcome

Workmen on overtime put the finishing touches to the W.X. Bryan Building Saturday at midnight.

Sunday afternoon the building was officially opened with all due pomp and circumstance.

In his opening speech, Gerlad McDonough, S.J., Master of Ceremonies, compared the building to a late addition to an already large family: it came suddenly, unexpectedly, but was given a warm welcome and changed the lives of all.

Mlle Thérèse Baron, Associate Deputy Minister of Education, dramatically unveiled a portrait of Rev. W. X. Bryan, S.J., the building's name sake. Mlle Baron dramatically unveiled the portrait a second time for the benefit of a few slow photographers.

Mr. Mayne, Executive Vice-President of the Royal Bank, then fought his way outside and dramatically unveiled the Bronze Plaque while the crowd craned its corporate neck and saw nothing.

President Very Rev. Patrick Malone emphasized during his speech that Loyola was in acute difficulty "with its creditors due to lack of government support since 1964".

The building itself was subject to curious inspection from the three hundred starved onlookers. Tours were conducted throughout the four-storey structure and included coverage of Communication Arts faculties, as well as of those of the Psychology and Biology Departments.

The "instant building" was named after Rev. W. X. Bryan, S.J., Dean of College studies from 1945-47. He died in 1947.

Conflict in the Congress

The up-and-down swing of block voting, looks of perplexion and the cliquing of cliques closed this year's UGEQ Congress in a nightmare of confusion.

The Congress is assembled yearly to plan policy for the coming year. Ideally it aims at making as many students participate as possible.

But this year-starting from the sub-commissions to the general assembly - all were plagued by heavy absenteeism, which slowed down decision-making.

One of the motions presented in internal affairs demanded Loyola's loss of direct representation in the C.C.N. and relegation to a regional. This was explained by saying that

Loyola was a special case and that for a standardized structure it should operate through a regional as does College St. Marie.

Another "cas spécial" had been accepted two hours previously. This was the inclusion to the C.C.N. of the French students of the University of Ottawa as associate member, in the Union Général des Etudiants du Québec.

Loyola fought a change in status on the basis that it is a University in all but name and that it should be the duty of UGEQ to help us gain our charter.

The united English block of Sir George Williams and McGill plus some representatives from Sherbrooke opposed the motion and Loyola retained its seat.

This was the second time that a motion was fought on the basis of language divisions. The first was when McGill motioned that UGEQ become bilingual. The motion was squelched.

The II Congress, was held last year in Sherbrooke. Although busing problems had to be overcome from the city to out-lying Sherbrooke University, attendance was much better and interest was real.

This year, committees had 50 p.c. - 60 p.c. attendance and the assembly had to wait up to 1½ hours to reach a quorum - this in spite of the fact that the hotel where all exterior delegates lodged was five minutes away.

Even the motion for a referendum on "L'indépendance" was incomplete in that all official questionnaires were to be in French, with the English universities forced to translate and defray the costs themselves.

Henkey returns with Body and Soul



SEE? NO SCAR!

"Well, I wasn't having a baby."

Father Henkey, Chairman of the Theology Department, had been hospitalized and underwent a small operation. He was absent for almost a month. Because of holidays, his course schedule wasn't really disrupted.

He termed the whole matter as being "unpleasant", although the NEWS received a happy call claiming that "Both Father and Department are doing well".

No acting-chairman had been officially nominated since he had not contemplated being away so long. The department continued with its work with no complications.

Besides, the Theology Dept. doesn't really need another father anyway.



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Happy man from Paris talks love, misery at Loyola

"Man is afraid."

Dr. Jean Vanier began his talk yesterday from this pessimistic viewpoint.

"Man," he said, "is afraid of love and of misery especially. He has built walls around himself -- walls within which he has created a safe little world. Here he has learned to ignore all the misery of the universe."

By EVA DE GOSZTONYI

"Many of you have been sad or depressed," observed Dr. Vanier, "but a sad man lacks motivation only for a short time and then he rises up again. A miserable man, however, is down; he cannot rise up -- he has no aspirations. He is fed-up with life and has no hope."

This feeling comes from rejection by society. The miserable man is lonely and abandoned.

"Anguish over a long period of time can only result in violence or a 'non-life'. Many mentally deficient persons react in this way."



Dr. Jean Vanier

Dr. Vanier, son of the late Governor-General, Georges P. Vanier, lives at L'Arche in France, a small village he founded for mentally deficient men. Living with about 65 such men, he is greatly impressed by the joy and integrity in them. They have provided him with an insight into the world of misery and sadness and yet he finds them deeply capable of love and joy.

Love is one of the greatest forces of life. A man who is motivated by love can do anything.

Man is made for freedom -- that is why he loves air, light, space and all the things that represent freedom. Love is free and gives freedom. It enables man to break down the walls around him.

"But love isn't just 'holding hands'. There is more to it than that. Love is a desire for life -- a desire that the other person live. It is a caring for the basic interior person in such a way that even if he performs an evil act he feels he is still loved."

The quest of all men is love. The miserable man has no love. When a beggar asks for a dime he is not asking only for the money -- money, food, and physical pleasure are not important -- what this man is asking for is a small part of the giver himself. In fact one of the things that each man hopes for is that someone will weep when he dies, someone who really cared for him as a human person. When a miserable man encounters this kind of love, he begins to open himself to the world.

"When we meet someone who loved us and whom we love we begin to create and express our love."

"If we call ourselves Christians, however, we must believe in the spirit of love and in its dynamism, otherwise we should not use the name Christian."

Paper power battle at Sir George as student registers Georgian's name

MONTREAL (CUP) - It's a paper power battle at Sir George Williams University, but nobody is sure who's winning.

The Georgian, Thursday (Feb. 22), attacked student council president Jeff Chipman and his room-mate John Gregory, accusing them of misappropriating \$380.78 in student union building development funds.

But a previous two-page Georgian came out the same day attacking Georgian editor Frank Brayton as a "left-winger" and a irresponsible journalist.

The confusion stems from Gregory's move Wednesday in registering the name "The Georgian" in his own name. He claims the paper has never been registered at City Hall, and now the regular paper's staff have no right to use it.

But Georgian managing editor Alan Zweig says they intend to go ahead and print a Georgian as scheduled Tuesday.

Brayton and Chipman have had a running feud stretching from the first issue of the Georgian last fall, when Brayton attacked Chipman for irresponsible spending in holding a student council summer conference in a Laurentian Chalet north of Montreal.

Brayton is running his paper on the model of the syndicalist student press, "journal de combat", common on almost all french-language campuses.

He has incurred the wrath of many campus student leaders for cutting back on campus coverage in favor of larger themes - the Viet Nam War, on-campus recruiting by companies involved in war production, labor strikes, student power, and others.

Chipman, a commerce student, has labelled Brayton's claims of misappropriation of funds "premature", saying a report on student union building campaign activities and spending is to be tabled in council by March 15.

A petition asking for Brayton's resignation has reportedly gathered over one thousand signatures. A previous attempt to depose him failed.

Enthusiasts Talk Over Take Over

by Lucie Costin

Six of the seven Arts candidates to the Board of Directors did verbal battle before an enthusiastic audience of eight persons on the F.C. Smith Auditorium yesterday.

The seven Artsmen are contesting the three remaining seats on the

Board.

The informal debate dealt with topics ranging from co-eds on campus to the failing image of the Board of Directors.

The debate began on a tasty note as candidates expressed their dismay with food services at Loyola. Bernard Puke

contended that "a trial to have the students operate the caf should be initiated. This way

Kokesch "and if this doesn't succeed, a blockade might prove more effective."

Brenda Wilson, a third year honours English student, realized that "before bothering to try



Grading report studied, mid-March deadline

The report calling for sweeping changes in Loyola's marking system has stirred response from the campus.

Written suggestions from students and faculty are being carefully considered, together with the original report of the "Grading Commission".

Currently studying the material, the Academic Standing Committee will soon report its findings to the College Senate. Final decision on any changes rests with this body.

Committee chairman Lawrence Bessner - also Dean of Commerce - stressed the importance of involving "workable ideas, not just theory" in the recommendations of the committee.

He also emphasizes the necessity of having the final Senate decision of the entire matter by March 15. This is the final date for submissions to next year's calendar, and important issues like the possibility of elimination of supplemental examinations will have to be cleared up for calendar publication. Thus for four hours of meetings have been held in the last two weeks and another one is scheduled for this Friday.

Commerce Elects

Lyn in on 76-vote edge

by Mike Murphey

George Lyn and David Griffiths are the new President and Vice-President of the Commerce Students' Association.

At last week's elections, team Two polled 189 votes as opposed to 113 for Team One. 56 percent of the Commerce student body voted.

The campaign held during the previous week was hard-fought and high-spirited, demonstrating once again the activity of the Commerce Society.

Mr. Lyn has pledged, among other things, to increase the size and scope of The Commerce News and to re-initiate the Queen of the Commerce Student Body contest, as well as to improve and expand many of the Commerce sponsored events.

When asked for an opinion on the recently-aborted trip to Jamaica, Lyn replied, "I think that the students missed out on a great deal." He added that he hopes his proposed Caribbean Island hopping tour, tentatively set for the end of next year, will meet with greater student response.

"I would also like to thank the Commerce student body for electing me," the president-elect concluded. He termed his opponent as "worthy".

Deans, Doyle demur

No dough hard blow

The reactions of faculty and administration to the figures printed in last week's NEWS, and to Loyola's general financial position as dictated by the Quebec government are strong, immediate, and identical.

"Drastic" was the word used by Fr. Gerard McDonough, Dean of Students.

Mr. Shearer, Dean of Men, described the situation as "critical".

"We simply aren't receiving enough money", was the comment of Prof. Doyle, Chairman of the Philosophy Dept.

"We aren't getting our fair share", stated Mr. L. Bessner, Dean of Commerce.

Universities in Quebec receive an average of \$1500 per student, plus capital grants. Loyola has always been considered a classical college, receiving only \$550 per student. But the French classical colleges are being replaced by the C.E.G.E.P., or junior colleges, which receive \$990 per student.

And what of Loyola? It has long been felt that there is desperate need for a new definition of her position as an institution of higher learning, and an increase in her financial subsidy from the province if she is to operate efficiently - in fact if she is to operate at all.

But nothing has been done, and the college is threatened, according to many campus figures, with a raise in student fees, or even a possible shutdown. "We have been neglected as though we weren't a problem" - said Fr. McDonough, "We're a special case and we've received special treatment - less".

Loyola ranks

But does the type of education received at Loyola rival that of a university? Fr. Drummond, Chairman of the Biology Dept. pointed out the fact that Loyola is the only college in Canada that receives a vote at the Canadian Union of Universities and Colleges.

"The majority of universities and colleges across Canada are members of this group, but only the universi-

Marriane MacLean, one of the two female candidates stated "that when the contract with the concession runs out, the Board of Directors should bring in innovations."

"The students could have the control instead of administration, but this can only be done when the contract runs out."

to conceive of anything so tenuous as rapport, the Board should attempt to foster student consciousness and an awareness of the student's position, potential, and rights in the College. The Board should hold some sort of general assembly with the students every 6 or 8 weeks to inform them and spark new interest."

By SANDRA GUADAGNI

ties, and not the colleges receive a vote in decision-making. But because of the high calibre of education judged to be offered at Loyola (after considerable investigation by officials who have come to Loyola personally, and studied the college and her courses), she has been granted the university vote," he said.

But despite these facts, Loyola position has been ignored. Both Fr. McDonough and Dean Shearer felt that the basic reasons for the delay on the part of the government were political - that it wasn't just a matter of economics. Dean Shearer said the time has come that the only thing Quebec will listen to is pressure - we must appeal to the voters, the alumni, and the student body for support. He also called on U.G.E.Q. to stand behind Loyola at least in principle, since our claim is a just one and we deserve their support.

Bessner pats president

Mr. L. Bessner, Dean of Commerce, agreed with this idea and stressed the vote of confidence deserved by Fr. Malone in view of his ceaseless efforts in defending Loyola's position. "He could have capitulated long ago and allowed Loyola to become a junior college to solve her financial dilemma, but he believes in the type of education offered here and has used every means possible to reach the government - just examine all the press releases, interviews, and campaigning he has done - not to mention the sacrifices he is willing to make if called upon to do so."

Dean Bessner blamed the delay in action, however, not only to the slowness of the government in making a decision, but also to the shortsightedness of the English-speaking universities of Quebec who seem reluctant to uphold Loyola in fear of endangering their own position.

What would they do if Loyola had to shut down - they'd have to take up all her students and thus risk serious overcrowding - and the government would have to pay out the subsidy for extra students anyway.

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Editorials

Idealism and a wider world

Some people at Dr. Vanier's talk yesterday found the man restricted in his world view. He is very happy, very successful -- in a tiny pea-patch. Does he really have anything valid to say outside l'Arche?

Yes, he does. Of course it is the listener's job to relate, to pick up and follow within his own reality. But Dr. Vanier proposes an idealism of simplicity, sincerity, love.

This is in itself good; it is practicable, at least for himself.

The interesting thing, though, is the question of the 'reasonableness' of idealism in the political sphere.

And this brings us to the question of the upcoming conference on World Federalism.

Granted, the practicality of a Federalist scheme is laughably doubtful at present. Granted, history is against supra-nationality.

But those objections do not deny the power of having a goal constantly in sight. The very fact that World Federalism is on the minds of a large number of politicians, would slowly result in actions tending toward a Federalist viewpoint.

So the case for a World Federalism is not hopeless if enough people are aware of the viewpoint and show its influence in their small actions. To build such an awareness is the aim of the coming conference on World Federalism.

WANTED!

After the thirty near-continuous hours of weekend work on this paper, the following item looks unreal:

On Friday night, Feb. 16, the oil painting "Laurentian Scene" by A. J. Casson was discovered to be missing from the Administration Building outside Mr. Duder's office. It is a small framed scene, part of our permanent collection, donated in the memory of Professor Frank Guadagni.

May the neck of the thief be duly stepped upon. May the painting, pretty-please oh nice person with good taste, be returned. Amen.

Unwanted in our smaller world

Our UGEQ delegates had it driven home to them forcefully, what the whole institution has been experiencing for so long: Quebec's cold shoulder. When it loses its desire to serve social justice, when it consciously promotes language inaccessibility, when it rescinds -- or tries to rescind -- its own motions, then a students' union has ceased to serve educational ideals. Thus membership in UGEQ is developing into this question: Do the students want to pay one dollar each for a year's representation and (in a few cases) involvement on the left wing, on the socialist and Quebec-nationalist side of current issues?

Not wanting a wider world

Out in U.B.C. -- that's University of British Columbia -- they have their own ideas about participating in this land of ours.

On St. Valentine's Day, "Senate approved a report submitted by an arts faculty dean's committee which recommended abolition of the requirement for students with grade 12 proficiency in a language."

There was a lot of criticism of the 'waste of money' in sending Premier Bennett to the Constitution Conference earlier this year, because of Bennett's patent disinterest in the rest of Canada, particularly any section which threatens the status quo. But here we find that "many students hotly resent the present requirements." So maybe Cece Bennett represents his province after all -- even the students of UBC.

This enlightened self-interest -- laziness -- is typical of the problems which have made the learning of French by the whole country, vital to our survival. And it's laziness like this, and "Stand up for your right to be wishy-washy", that are aggravating the situation.

menschlichkeit

He had been shovelling the slush of the narrow walk he had attempted to keep clear during the winter. A narrow walk is all that is necessary, something with sure footing for aged legs and brittle bones, nothing more. A young man's voice came from beside him, "You shouldn't be doing that, let me." "OK, but let me pay you, I always pay for my services." The young man refused to help if money was forced on him. The older man consented and went back in the house. The little path was cleared and widened to the width of the concrete and then the university student disappeared. They had exchanged names however, and the older man later learned that they had some common roots in Saskatchewan, and that the student's family had a very good reputation.

The older gentleman, although insisting on anonymity for himself and his young benefactor, felt that others should know.

What the student did for the older man, he has done for us. It is surprising what one act like that can start.

Menschlichkeit, something a university can kill but never teach.

- reprinted from the Saskatchewan "The Sheaf" -

Editorials

Grapeshot

Letters

"Oh to be a turtle . . ."

Dear Sir:

Every year the editorial pages of the local newspapers are flooded with letters protesting the merciless slaughter of thousands of defenseless baby seals. Every year, that never-resting guardian of the animal world -- the SPCA--promises to "look into it and do something"; and every year, many thousands more baby seals continue to have their skulls bashed in and their skin peeled off their quivering bodies.

But, let us not blame the SPCA for neglecting their duties -- they are too busy preventing cruelty to animals elsewhere. One of their recent, praiseworthy exploits was when a top-notch squad of SPCA commandos (2nd Turtle Division) successfully halted the proposed Loyola Carnival Turtle Race.

Good show, gentlemen, for acting so quickly to prevent the "unintentional suffering . . . and comic exploitation" that these adorable animals were to be subjected to. Rumors on campus had it that whips were going to be used to prod the animals on, and that the devious Psychology Club had hypnotized their entry into believing that he was a green race horse. Oh, such villainy! Perhaps the United Turtle Lovers of America should request the Prime Minister to establish a Royal Commission on the Status of Turtles in Canada, to prevent the repetition of such foul deeds. At any rate, we can rest assured that these turtles are now safe -- "an SPCA ambu-

lance whisked the thirteen frisky survivors to Macdonald College to be used for Arctic Research."

Let's get serious! In which way can a turtle race be considered inhumane? Common sense will tell you that if you prod a turtle in any way, the turtle will not run faster, but will withdraw into the safety of his shell. So much for the inhumane prodding aspect.

The SPCA's second complaint involved "comic exploitation" of these animals. How in heaven's name can you embarrass a turtle? There is not a single recorded case in any Psychological Journal of a turtle with an inferiority complex. The only ones subject to comic exploitation would be the Faculty members on their hands and knees trying to lure the beasts forward with enticing, erotic syllables of encouragement.

Still, perhaps we should not argue with the turtle experts at the SPCA. They know all about turtles. But, in the interests of common decency, do not show this quotation (from C. H. Pope, a respected naturalist and reptile authority) to any of the 13 turtles swaddled in the safety of the "SPCA approved" Arctic Research Institute -- "Like other cold blooded animals, turtles cannot live in Arctic climates."

Turtles of the world, rest assured -- the SPCA stands on guard for thee.

Edward Dizazzo,
President,
Loyola Psychology Club.

Dead-end telephone

Dear Sir:

Lack of communication is often cited as the reason for many organizational problems within the L.M.S.A., however the focus is often put on the communicator rather than his mode of communication. The general result is that though the means at his disposal may be inadequate he, unfortunately, winds up taking the blame.

It is time that one of these modes, the Student Directory, was indicted.

As a candidate for the Board of Directors I tried to demonstrate my stand of giving the students an opportunity to think by arranging an open discussion between my fellow candidates in the F.C. Smith Auditorium but was severely hindered by the importune fact that of the six candidates to be contacted: two were not listed and the third, to quote the telephone operator, had "a non-existent number."

Surely this indicates a very serious fault in the directory to be brought in the open. That it came out nearly half way through the academic year is annoying enough but must we endure such a sloppy result?

I do not know how the directory is put together but would appreciate some sort of explanation. Perhaps also anyone who feels strongly enough to write any complaints about it to the "NEWS" will give a better picture of the situation.

I cannot say that this type of shabbiness is prevalent within the L.M.S.A. but with such examples it would be difficult to argue otherwise.

James L. MacDonald

(to use handy examples), because of just this excessive self-discipline. No self-discipline allows one to give himself fully for a goal shared with others. Love cannot be forced; it is free by nature. One must do more than will to rid himself of his own chains.

Must it be my idea, my efforts, MY SUCCESS?

Konrad Muncs
Philosophy III

Music and his own voice

Sir:

The February 20th issue of the 'News' presented an article on music and discipline by Dr. Thomas Legrady. This was one of his typical pep-talks to the choir here at Loyola. It is true that music teaches a certain discipline which is lacking here, but we must sell the product to reap its benefits. As would Dr. Legrady, Mr. Rzepus and Fr. Browne, I too, would like to see a music department at Loyola, even if incorporated into Comm. Arts.

My thought was only born in the above:

Today, discipline doesn't take the same form as ten or fifteen years ago. Discipline, now, is to follow impulse; before, it was to follow reason. Impulse is an answer within one's prejudiced position. Reason, also the activity of consulting various opposing views, chooses the right, not necessarily the best (as is done by impulse), alternative presented. One's prejudiced position is self, and many times, selfishness. However, in reason the individual's interests are not ignored but overlooked as such.

There is little support for a choir even a student government

Loyola NEWS

A Member of
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With the Bryan Building open, Loyola just might have the biggest and most expensive echo chamber on the continent . . . carnival deficit was not because of lack of staff to promote, not with the fringe benefits brother. Long awaited cries of passion boil over this Thursday baby, it's Sadie Hawkins day! watch out especially for girls with mothers having "an in-law look", noticed by opening questions like, never mind what you're doing now what are you planning to do? O.K. we're phasing out the green monster, it's coming National Sex Week, if you gave at the office, don't give at home and I'll answer truthfully there are only two things you can do in bed, sleep or . . . lie awake, this girl just tears me apart her name . . . xgahrencrlwaceneayhc, enough back into the cage. ANGELO

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A Delegate's Diatribe

Loyola has no option but to withdraw from UGEQ after last week's Congress.

There are three reasons why Loyola should belong to any student union. They are the short-term benefits available to its students, the combined lobbying power of the students, and the chance for dialogue between students.

Short-term benefits are practically non-existent for Loyola students. There is a student-discount service but you must be carrying a UGEQ student identity card. Try to find a Loyola student who has one.

UGEQ does have a long record of lobbying: the Québec march for student aid, universal accessibility, Operation Vietnam, and many labour disputes. But consideration should be given to the success of this lobbying.

The question of student aid has not been resolved. After the march, the government made a few reconciliatory statements but has not backed them up by action.

Access to higher education is still denied to

many potential students, even though since the first Congress, UGEQ has reaffirmed the principle of universal accessibility.

The war in Vietnam is still going on. But then again . . .

UGEQ has helped to solve many strikes just as they will aid in the boycott of Seven-Up products in the next few weeks.

UGEQ has had success in other realms. The report on student working conditions at Expo is one example. They have apparently been successful in freezing fees (except in Loyola's case). But are they worth \$4700 in dues and several hundred more for the Congress? UGEQ is supposed to encourage dialogue between les étudiants québécois. From the Congress, it was impossible to tell. A McGill delegate moved that English be adopted as the second official language in UGEQ. The General Assembly, voting in language blocks, refused to even hear discussion on the matter.

There is dialogue (?) on matters that students

generally agree on, for example, the right of man to work and his right to leisure. But let the discussion turn to the essential "Canadian" problem and all dialogue ceases.

The executive did convince the General Assembly to hold a referendum on "la question nationale". They promised to submit to each member, publications that would aid the student in making his decision on separatism. But the objectivity of the choice of material is in doubt as the executive seem to anticipate the outcome of the vote already ("Disons," said Paul Bourbeau, president-elect of UGEQ, "que 65% des étudiants vote pour l'indépendance . . .")

As the Congress progressed, the voting became block voting, especially when Loyola's case was on the floor. As soon as this begins, any hope of true dialogue becomes faint.

As none of the criteria have been adequately fulfilled by UGEQ, Loyola should withdraw from it. A motion calling for a referendum on this issue will be presented at the next Board of Directors meeting.

What is World Federalism?

By A. KAWCZAK

There are three ways in which international relations may develop: 1) according to the right of the strong; 2) according to the rule of law under public authority; 3) according to purely moral principles, without any supranational authority.

World Federalism is the view that the second alternative is the only **rational** choice for our contemporary world. Moreover, it is the only **realistic** answer to the challenges and threats of the era of nuclear weapons and highly sophisticated delivery systems.

It seems that, taking human nature as what it is, an international order grounded on purely moral principles is destined to degenerate into a rule of the strong. Thus, the third alternative is, in the long run, not different from the first alternative.

World Federalism rejects the first alternative not only because it is morally repugnant, but also because **war is the ultimate test of strength**. Consequently, the rule of the strong implies a recurrent use of a test which (with the presence of nuclear weapons) mankind cannot afford.

The Federalist position concludes that the choice between alternatives one and two turns into a choice between the likelihood of a nuclear war and a guarantee of lasting peace. Moreover, in the atomic era the choice between war and peace is in fact a choice between survival and the likelihood of complete extinction of the human race.

This is the logic of the nuclear age. Let us make its implications very clear to any opponent of World Federalism: the more time the human species will need to establish a system of world peace through world law, the greater is the danger that it will end in a mass-suicide. Of course, by saying this we do not prejudge anything as to the form of such a system, its

mode of operation or the possibly best method of attaining it. These are problems which require a great deal of expert knowledge and careful thinking, and which the World Federalists would like to make the focus of contemporary studies.

However, this question relating to the "how" of World Federalism should be clearly distinguished from the more fundamental question, "whether" World Federalism or not. I would like to call the last one the question of acceptance of World Federalism **in principle** and claim that for anyone aware of the destructive power of nuclear weapons and other impending threats **there is no more room for a rational opposition in principle** against World Federalism.

Responsibility

But man is not always rational, or, more precisely, man frequently is not rational enough, even when it comes to the question of the very survival of his species. Consequently, however clear it may be that a Federation of Nations is the only method which would guarantee survival, man can still reject this idea, notwithstanding the fact that by doing this he chooses his doom.

Nobody can predict with certainty that an effective worldwide system of international law will ever be established.

Whatever is achieved as a result of human actions is ultimately in our hands. Wars, unlike earthquakes, are not caused or prevented by some powers beyond human control. If there is a war, there are those who wage this war and, a point frequently overlooked, there are those who did not care in time to establish a mechanism of prevention.

We conclude that there is no intelligent way to excuse ourselves and to discard the responsibility for the present setup of international

Chuck MacDougall - already a NEWS staffer, I.F.C. president and member of the Board of Directors - joined the Loyola contingent to the recent UGEQ congress. These are his reflections on that gathering, and on our provincial union of students.

Loyola Seminar on World Federalism Programme of Events SOVEREIGNTY OR SURVIVAL? The Case for World Federalism

(All events take place in the Vanier Auditorium)

Thursday, February 29, 1968

3:00 p.m.

Mr. R. Duder, Assistant to Father President, opens Seminar.

Panel Discussion

"Nationalism and World Federalism"

1. "Nationalism in the Third World"

Prof. D. C. Savage (History)

2. "Pan-Africanism and its Meaning"

(John Mvayi (History)

3. "Nationalism in the United Nations"

Prof. P. Arnopoulos (Political Science)

8:00 p.m.

Panel Discussion

"Political Realities and World Federalism"

1. "France and the Superpowers"

Prof. F. G. W. Adams (History)

2. "Common Markets and Internationalism" Prof. A. Lallier (Economics)

3. "The Implications of German Reunification" Prof. W. H. Hubbard (History)

Friday, March 1, 1968

2:00 p.m.

Panel Discussion

"Beyond Crisis, to Community - The Future of Mankind"

1. "Unity or Diversity: The Dilemma of the World State"

Prof. J. G. McGraw (Philosophy)

2. "The Problem of Pacifism"

Prof. E. Egan (Philosophy)

3. "National Egoism, Interdependence, and Imperialism" Prof. R. C. Hinners (Philosophy)

4. "International Law and World Federalism" Prof. A. S. Kawczak (Philosophy)

relations with its very real threat of a nuclear holocaust.

If this analysis is not mistaken - and to the best of my knowledge the opponents of World Federalism have never produced any reasonable counterargument - to oppose World Federalism **in principle** is not only irrational, it is at the same time irresponsible.

Primitive Mentality

World Federalism is more than an expression of the instinct of self-preservation.

To be a World Federalist means to feel to be a citizen of one world, to pledge primary allegiance to the World Community and to subordinate patriotic feelings and nationalistic interests and ambitions to universal human values. World Federalism may be interpreted as a symptom of man outgrowing narrow tribal loyalties and maturing towards a catholic, universalist frame of mind.

The idea of universalism is not new, centuries ago all great religions unequivocally endorsed its main tenets. The thinking of the ancient and medieval men was much more universalist than that of post-renaissance Europe. Imperialist ambitions of new monarchies and the rise of nationalism led to a hysterical glorification of nation-

states. Concepts which inadequately depict the needs of human society, which are obviously one-sided and express a limited, historically conditioned horizon, like "raison d'état" "national sovereignty", "purity of national tradition" etc. have become sacred cows. In this era, dominated by uncontrolled nationalistic zeal, it has become fashionable to ridicule as unrealistic anything that has been inspired by worldwide concerns. No great wonder we had two great World Wars and seem to be heading toward a third one.

It is certainly true that the idea of world citizenship is incompatible with the mentality of a primitive man, mistrustful of strangers and unconcerned about anything that transcends the narrow limits of his tribal horizons. After all, to feel and act like a citizen of one world is more a task than a fact. It demands a degree of cultivation of the mind, apparently much beyond the reach of some of our contemporaries. Is it then realistic to sow this ideal?

Not so long ago Florence bitterly fought Pisa, Venice saw its arch-enemy in Genoa. Were Mazzini, Cavour and Garibaldi unrealistic in their claims that the primary allegiance belongs to a unified Italy?

(Continued on page 6)



Under the Tower

with Jack Brown

TODAY

The Loyola Arts Students' Association presents two movies, "Hooked" and "Drugs and the Nervous System", in the F.C. Smith Auditorium at 1:00 p.m.

With International Week on its way, a supper is being served in the East Dining Room. Cost is \$1. Italian, Ukrainian, and West-Indian Foods will be served.

ATTENTION ALL GRADUATES - Today is absolutely the LAST day to submit your application for a degree. If you have not done this as yet, see Miss Gibbons in the Records Office today. IF YOU DON'T SUBMIT YOUR APPLICATION - YOU WILL NOT GRADUATE.

WEDNESDAY

The IAS, is sponsoring a Variety Show in the F.C. Smith Auditorium at 8:00 p.m. Admission is \$1.

The Loyola History Students' Association presents the "Myth of Mau-Mau", a talk by Dr. Donald Savage of the Loyola History Dept. This is the fifth and final talk of the series sponsored by the Association. Coffee and refreshments will follow.

A meal (75 cents) and two speakers ("Business Goals" and "Wage Parity") if you're at Le Cavendish restaurant at half past noon.

Nominations in the beauty contest for Arts Queen close today. Do yourself a favor and nominate one of the female species of the homo-sapiens race in the Arts Faculty. The Queen will be crowned at the Arts Awards Nite on March 6th.

International Week continues with seminars sponsored by the World Federal Organization of Canada in the Vanier Auditorium. Times for the seminars are 12 noon to 1:30 p.m., 3 to 4:30 p.m. and 8 to 9:30 p.m. The Exhibition will continue in the Vanier Library between 9 a.m. and 10 p.m. till March 1st.

The Loyola Wednesday Night Series presents Canadian Pianist Marek Jablonski in the F.C. Smith Auditorium at 8:30 p.m. Tickets are \$2.50 and \$1 for students. They may be purchased at the door.

THURSDAY

A lecture by Professor Terry Copp of the History Dept. will be given at 12 noon in room C 114. The topic of the lecture is "An Independent Canadian Foreign Policy".

There's a Board of Directors' Meeting at 6:45 p.m. in the Board room at the Vanier Library.

MEN - Get your track shoes on - it's grab-your-man-day with the girls doing the chasing.

FRIDAY

If the girls caught you, you'll probably be going to the Langley Hall Leap Year Dance at the Windsor Hotel in the Salon La Loire from 8:30 to 1:30. Dress is semi-formal. Tickets may be purchased at the nominal price of \$3.75 (maybe less according to the latest inside information). Music will be by "Our Generation". CFOX's Bill Lowell will be on hand and may be up for grabs.

International Week ends with the International Dance at Hutchison and Fairmount.

\$2 a seat will get you into the OSL hockey semi-finals in our very own stadium. First game 6:30.

SATURDAY

The beleaguered men caught at the dance have four years to rest up till the next time the Loyola Dogpatch Lassies take after them again.

MISSILE-ANEOUS

Fly to Europe this summer on the flight sponsored by the Loyola Arts Students Association. The deadline for registration is April 1st. Any fleet-footed individual may register at the Arts Office. Also, Arts pins are still on sale in either the Philosopher's circle or at the Arts Office.

World Federalism? . . .

(Continued from page 5)

Who was realistic, the inspirators of the French-German antagonism or the architects of the European Common Market?

Who is realistic in the twentieth century, those who consider World Federalism just one more -ism or the great men Mahatma Gandhi, Albert Einstein, Pope John XXIII who emphasize the need for a worldwide public authority, as witnessed in the following passage:

"Today the universal common good poses problems of worldwide dimensions, which cannot be adequately tackled or solved except by the efforts of public authorities endowed with a wideness of powers, structure and means of the same proportions: that is, of public authorities which are in a position to operate in an effective manner on a worldwide basis. The moral order itself, therefore, demands that such a form of public authority be established."

(From the Encyclical "Pacem in terris", Part IV, Relationship of Men and of Political Communities with the World Community.)

Misses out . .

Sing, talk at "Crossroads"

By KEN WHITTINGHAM

The weekend of March 15 through 17 will witness a conference which should re-affirm Loyola's post as one of the with-it educational institutions in Quebec.

Premier Daniel Johnson, or his representative, will officially open "Quebec at the Crossroads", which is expected to attract approximately 300 delegates from across the province.

Such distinguished personalities as Rene Levesque, the former Quebec Liberal cabinet minister who is now the leader of Quebec's newest independence party, Claude Ryan, the editor of Le Devoir, Laurier Lapierre, who will be running as an NDP candidate in the next federal election, Prof. J. T. Copp of Loyola's History Department, Jean-Marc Leger, and Henry Champ, a CTV newsman who covers the Quebec beat, will speak at the conference.

They will discuss the theme of the conference, "What is the future position of the English-speaking community in the province of Quebec". The various speakers will be given the opportunity to expound their own ideas, as well, about the futures of Canada and Quebec.

Invitations were also sent to Leslie Roberts, longtime writer for the Montreal Star and editorial broadcaster for C.J.A.D., and Walter O'Hearn, who is also a writer for the Montreal Star. Mr. O'Hearn is unable to attend but will send a substitute, and it is hoped that Mr. Roberts will be able to come.

R.I.N. leader Pierre Bourgeault flatly refused his invitation saying, "Je ne veux pas aller laver mon linge sale dans une institution anglaise".

Pauline Julien, the world-famous singer who starred at EXPO, will provide professional entertainment during the conference with a show entitled "Boite à Chansons". A dance will also be held in Le Chalet on the mountain featuring one of Montreal's best orchestras.

Tickets for Miss Julien's recital and the dance will go on sale in the Philosopher's circle on Monday, March 4th.

Numerous panel and seminar group discussions will also be held to which everyone is welcome. An impressive simultaneous translation system will be installed to insure instant communication.

Extensive journalistic and television coverage of the conference has also been promised.

"Quebec at the Crossroads" has a budget of \$8000, \$1750 of which was given by the provincial government.

Credits not recognized

Grievances inspire 'manifesto', spring boycott

Administration officials at the University of Montreal have until next Monday to meet student reform demands or face the possibility of a campus-wide boycott of classes.

More than 1800 social science students early last week walked out of classes temporarily for the same reason.

U of M students are protesting:

- their faculties' refusal to acknowledge the validity of degrees granted by classical colleges, forcing students to repeat courses taken at the secondary level;

- the administration policy of promotion by year as opposed to subject promotion;

- the quota system imposed on graduate students;

- and the fact that the Social Sciences doesn't recognize

course credits given by any other faculty.

The problems in 'sciences sociales' inspired the writing and distribution of manifesto under the sponsorship of a "Group of Eleven". The report claims that students are being prepared for a life of "ronds-de-cuir", that is, of humdrum desk work.

Last week's brief rebellion by the social science students was sparked without initial impetus of AGEUM, the U of M student council. However, they have since supported the move.

On Monday, 35 classrooms emptied before 500 students assembled to discuss grievances and give the strike committee a mandate to act.

The assembly voted to set up an official committee to discuss the matter with Roger Gaudry, rector of the U of M.

Student committee have also been set up to negotiate demands

with deans and professors in the various departments.

The study sessions also demanded that the University Assembly, the government administrative body, set up a special committee to study specific reforms in administrative policy and academic structures.

The existing Administrative Study Committee charged with considering changes in course design is scheduled to report next Monday.

Student leaders have elected to stall any wide-scale action until this report is issued.

Original plans called for a boycott this week because, said members of the strike committee, the administrative group is considering the specific grievances that sparked last week's action. But they changed their minds.

Jean Dore, president of AGEUM, termed last week's brief flare-up "successful in terms of campus participation."

The organizers are in need of 300 volunteers who are willing to offer their services as guides for the delegates both on campus and in the city itself. Anyone interested is invited to give in his name at the S.A.C. building (Quebec at the Crossroads Room C-1). The success of the conference depends in great measure on how much of a response is forthcoming from YOU, the student body.

The "Quebec at the Crossroads" conference is of great social significance to the education of students concerning what lies ahead for them in the future. The cooperation and participation of the student body is essential.

Throne storm rises

by PETE KELLY

A major storm has erupted on campus over last Tuesday's reading of the Speech from the Throne in Quebec City.

Graham Nevin, LMSA President, expressed concern over a clause in the address read to the Provincial Legislature by Daniel Johnson that raises serious questions concerning the future of Loyola College.

The section in question, says Nevin, paves the way for the possible introduction of legislation into the assembly that could fundamentally alter the Classical College system in Quebec. Johnson's address hinted at the eventuality of supplanting these institutions with Junior Colleges, thus radically changing their function, make-up and purpose.

At face value, such an eventuality would seem to bear little influence in relation to Loyola College. But, said Nevin, when one considers that Quebec City has neither defined Loyola's present role in education nor defined the College's status in relation to the "Classical" system, the possibility is indeed great that Loyola's future position may be drastically altered.



NEVIN

With this in mind, Nevin intends to meet with the Quebec Minister of Education at some future date and gain from him a definition of Loyola's position, i.e., whether or not Loyola is considered a Classical College, and how last week's Speech from the Throne affects its position.

KALEIDOSCOPE

on teachers
and students,
on politicians
and citizens:
the fishers of men -
and the fish?

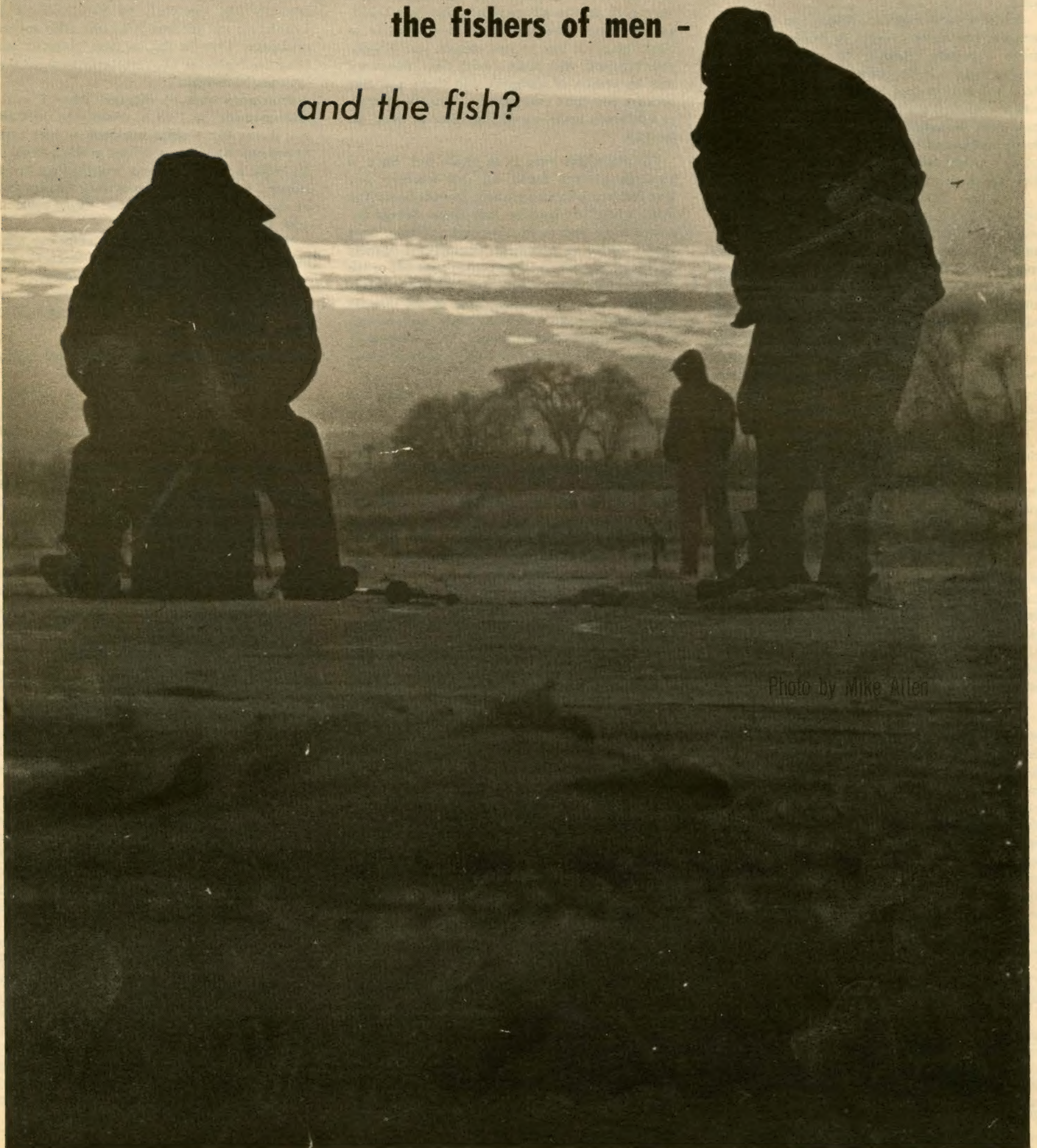


Photo by Mike Allen

This week the NEWS joins 17 other Canadian newspapers in reprinting Jerry Farber's controversial manifesto.

In the past several months "The Student as Nigger" has caused quite a stir in academia; hopefully it will jolt members of our community into examining some of the basic tenets of our educational mythology.

Our version of this article has been censored (a special thank-you to the editors of the MARIANEWS for the blue pencil and layout). We believe that the thoughts of the author can be expressed clearly and forcefully without offending the Mrs. Grundys on campus.

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously, it will lead us past the zone of academic bull, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hangups. From there we can go on to consider whether it might ever be possible for students to come up from slavery.

First look at the role students play in what we like to call education. At Cal State L.A., where I teach, the students have separate and unequal facilities. If I bring a student into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat in the student cafeteria, I become known as the educational equivalent of a 'niggerlover.' In at least one building there are even rest rooms that the students may not use. At Cal State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchized. They are in an academic Lowndes County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which affect their academic lives. **The students are, it is true, allowed to have a toy government of their own.** It is a government run, for the most part, by Uncle Toms concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally when student leaders get uppity and rebellious, they're ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal State is expected to know his place. He calls a faculty member 'Sir' or 'Doctor' or 'Professor' and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read and what to write and, they even tell them where to set the margins on the typewriter. They tell him what's true and isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell 'The Man' what he wants to hear or he'll fail you . . .

"THEY EVEN TELL THEM WHERE TO SET THEIR MARGINS ON THE TYPEWRITER."

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they're being lobotomized.

But, Lord can they take orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept 'two truths' as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority and that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manuel Arts High School and then couldn't get out of the damn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over the fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

What school smounts to then, for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class. They've got that slave mentality: obliging and ingratiating on the surface but hostile and resistant underneath. Like black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break thru to the surface now and then. Others - including most of the 'good' students - have been more deeply brainwashed. They swallow the bull with greedy mouths. They honest-to-god believe in grades, in busy work, in General Education requirements. They're grey-headed house-niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie 'treats us real good.'

College entrance requirements tend to favour the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They are unexplainably thickwitted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal State there are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor. They go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. If there really is a Last Judgement, then the parents and teachers who created these wrecks are going to burn.

is a Last Judgement, then the parents and teachers who created these wrecks are going to burn.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. In California state colleges the faculties are hassled regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs mumbling catch-phrases like 'professional dignity' and 'meaningful dialogue'.

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And in more recent years, I found that my being arrested in sit-ins brought from my colleagues, not so much approval or condemnation as openmouthed astonishment: "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are coping out again. And in the high schools you can forget it. Stillness reigns.

THE TENURED SECURITY OF A TEACHING JOB ATTRACTS TIMID PERSONS.

I'm not sure why teachers are so chicken. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons who are unsure of themselves and need weapons and other external trappings of authority.

As Judy Einstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Our neighbours may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shoot mud at you; but in the classroom by God, students do what you say - or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - anytime you choose - you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed, carrying a sheaf of type-written pages, with a title page, MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front of them, knowing that their interests, their values, and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging person. What then can protect you from their ridicule and scorn? Respect for Authority. That's what. It's the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessibly but awesomely remote. You conceal your massive ignorance - and parade a splendor of learning, a need to be admired and to feel superior, a need which also makes him cling to his 'white

AS NIGGER

supremacy'. Ideally, a teacher should minimize the distance between himself and his students. He should encourage them not to need him - eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcan mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the desire to hold them in bondage to him. I can find no other explanation that accounts for the way my own subject, literature, is generally taught. Literature, which ought to be a source of job, solace and enlightenment, often becomes in the classroom nothing more than a source of anxiety - at best an arena for expertise, a ledger book for the ego. Literature teachers, often afraid to join a real union, nonetheless may practise the worst kind of trade-unionism in the classroom; they do to literature what Beckmesser does to song in Wagner's 'Meistersinger'. The avowed purpose of English department is to teach literature; too often their real function is to kill it.

Finally, there's the darkest reason of all for the master-slave approach to education. The less socialized a person is, the more he constitutes a sexual threat and the more he will be subjugated by institutions, such as penitentiaries and schools. Many of us are aware by now of the sexual neurosis which makes white men so fearful of integrated schools and neighbourhoods, and which makes castration of Negroes a deeply entrenched Southern folkway. We should recognize a similar pattern in education. There is a kind of castration that goes on in schools; it begins, before school years, with parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you your doctoral diploma. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

How does sex show up in school? First of all there's the sado-masochistic relationship between teachers and students. That's plants sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his student with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swineburne's England, the whipped school boy frequently grew up to be a flagellant. With us the perversion is intellectual but it's no less perverse.

"YOU CAN'T EDUCATE SLAVES; YOU CAN ONLY PROGRAM THEM".

Sex also shows up in the classroom as academic subject matter - sanitized and abstracted, thoroughly divorced from feeling. You get 'sex education' now in both high school and college classes; everyone determined not to be embarrassed, to be very up to date, very contempo. These are the classes for which sex, as Feiffer put it, 'can be a beautiful thing if properly administered.' And then, of course, there's still another depressing manifestation of sex in the classroom - the 'off-colour' teacher, who keeps his class awake with sniggering sexual allusions, obscene titters and academic innuendo.

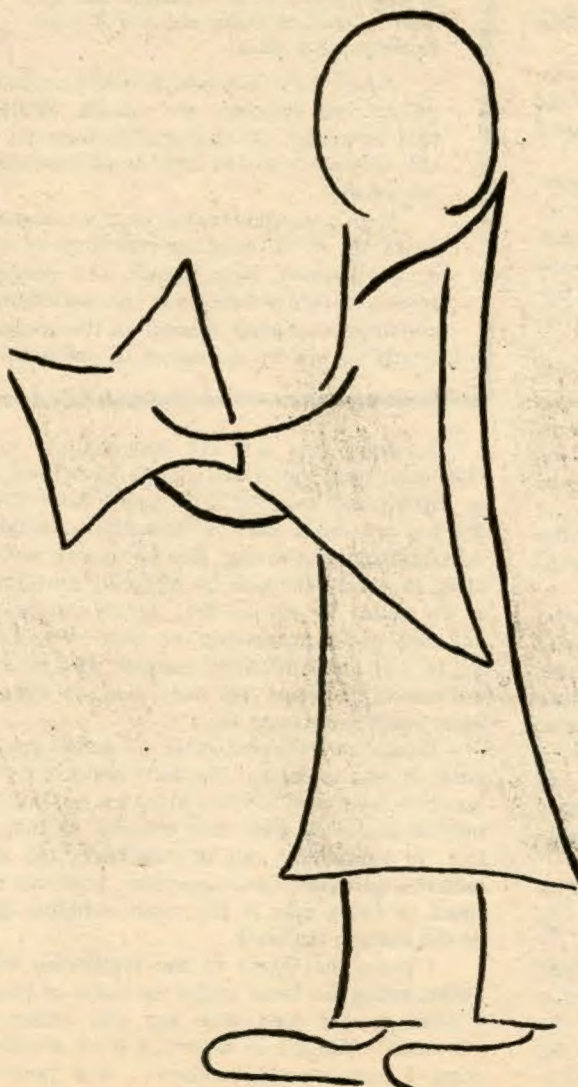
What's missing, from kindergarten to graduate school, is honest recognition of what's happening

- turned-on awareness of what's underneath the pettipants, the chinos and the flannels. It's not that sex needs to be pushed in school; sex is pushed enough. But we should let it be, where it is, like it is.

So you can add sexual repression to the list of causes, along with vanity, fear, and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or to use an uglier and more timely word, you can only program them.

I like to folk-dance. Like other novices, I've gone to the intersection or to the Museum and laid out good money in order to learn how to dance. No grades, no prerequisites, no separate dining rooms; they just turn you on to dancing. That's education. Now look at what happens in college. A friend of mine, Milt, recently finished a folk-dance class. For his final he had to learn things like this: 'The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the



hornpipe.' And then the teacher graded him A, B, C, D, or F, while he danced in front of her. That's not education. That's not even training. That's an abomination of the face of the earth. It's especially ironic because Milt took that course, trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get you hands in some clay. Make something. Then the teacher announced that a 20-page term paper would be required, with footnotes.

At my school we even grade people on how they read poetry.

"YOU CAN'T REALLY GET AWAY FROM IT SO YOU MIGHT AS WELL STAY AND RAISE HELL"

In fact, God help me, I do it. I'm the Adolph Eichman of English 323. Simon Legree on the poetry plantation. 'Tote that lamb! lift that spondee!' Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I try to turn students on to poetry.

I know that the desks, the tests, the IBM cards, their own attitudes toward school and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness - over 16 years - to remain slaves. And for important jobs, like teaching, we make them go through more years just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you have to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Educational oppression is trickier to fight than racial oppression. If you're a black rebel they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. This may be a mistake though. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized, they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense, unused power. They could, theoretically insist on participation in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than on fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could erase one set of walls and let life come blowing into the classroom. They could turn the classroom into where it's at - a 'field of action' as Peter Marin describes it. And, believe it or not, they could study for the best of all possible reasons - their own reasons.

They could, theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

How goes the ethos of plagiarism?

Last week a third year Economics class was given an exam worth a percentage of their final mark. The professor put the questions on the board and handed out booklets to do the exam on. Then, leaving the class on the honour system, left. The exam was to be picked up at the end of the period by one of the students.

As soon as the professor had left the class a number of students began opening their books. That initial number was approximately 10 p.c. Five minutes later the number had swollen to 60 p.c.

In January of this year the Political Science Department, in one of its courses had an exam which was worth 33 1/3% of the final mark. The professor remained in the class. The last three rows of the class transcribed from the text onto the exam paper.

- No one reported these actions to any authorities of the college.
- No one attempted to stop the use of books during the actual exam.

The conventional code would refer to the honour system as we know it.

It also comprises the present examination system which deems it necessary under certain conditions.

The individual code is an examination of the relatedness of the individual to his fellows and how the concepts are changing in that area - which perhaps serves to "justify" the cases above.

The recent study by the college on this system has proved that examinations have no part in a collegiate society. The premises and the effectiveness of the examination system have proven themselves to be making a farce of the supposed system called learning. In spite of the recommendations of the committee, our adaptable collegiate community hasn't yet seen fit on the individual professorial level to take the matter into their hands and begin revamping their systems.

Therefore, a request to students, on the coercive rather than the voluntary level, to continue to participate in this system constitutes a gross sham, in which a supposedly enlightened community wreathed in professionalism is imposing itself on the rising generations. Under the traditional conventions examinations were an acceptable part of the college curriculum and therefore the honor system which went with them perhaps could be said to constitute an ethical procedure.

But in the light of the fact that, in the most enlightened area of our society, a condemned practice is continued in the interest of professional expediency - the honour system no longer constitutes a part of the prevailing social procedures.

The individual, in the face of this institutional coercion making a sham of his moral code, is forced into a individual ethic. He is forced, in other words, to relate himself personally to his fellow man and guide his actions accordingly.

So let us examine precisely what the situation is when the individual is forced to rationalize his ethic . . .

Firstly, did the sixty percent of the class who used books, violate the rights of the individual in that class? Or more precisely did any of the people who used their books infringe on the individual rights of those who did not use their books?

This question has to be considered on the plane of reality. What is a "mark" worth? It could be said, under traditional conventions, that by using the book instead of transcribing from memory, one had unequalized the competition. Therefore the book users had infringed on the rights of those who didn't. Why? Because the book users had lowered the mark of the non-users in relation to the class as a whole.

Now the question is: What is the worth of the mark of any one person in the class in relation to the whole class. (It has been proven, by academics and students alike that it is worth naught). Is the important thing the mark itself, or its relation to the class. If we follow the argument through the four college years we might see something. Suppose half the college were exam book-users and the other half were non-users (in the sense used above). Then the book-users would have what is known traditionally as "an unjustifiably high mark" compared to the non-users.

Now, both groups go out to get a job. The book-users, based on their "unjustifiably high marks" get a position in the corporate world which is "unjustifiably high". But, it is well known that firms can find out, regardless of "marks", whether a person is a winner or a loser, within six months. Therefore what is the "mark" worth? So, out of the realm of college - reality - the person is finally tested on himself, the true worth of his learning, the true product of his collegiate experience. It might also be added, as an afterthought, that the rapidity of ones moving up in a corporation is not the earmark of success in life, though some of us might like to think so.

So, as such the "mark" of the individual in that class has no significant relation, to any other individual in that class in the above context.

"But," said an acquaintance of mine, in an angry burst, "They jeopardize my chances for graduate school." He, the day previously, had recounted proudly to me how his contact with one of the directors of the board of his graduate school was going to tip the balance to make up for his low "marks". : double standard, "justifiably outraged" . . .

Cardinal talks of tightening belt, and Provincial economic unity

Excerpts from the following speech made by the Minister of Education, M. Jean-Guy Cardinal on January 16 before the Montreal Chamber of Commerce were printed in The Education Weekly. The main points of interest were extracted from that Bulletin and are reprinted here.

WHILE EDUCATION MUST REMAIN TOP PRIORITY, IT IS TIME THAT WE PRACTISE ECONOMY IN THIS FIELD

"Ever since education became everyone's business, the relations between the world of business and the world of education have expanded and been intensified to the point that it would now be difficult to list the principal manifestations of the growing interest of socio-economic organizations with regard to education.

Priority and Austerity

The present economic conjuncture is forcing us seriously to question the cost of certain services, including education.

For my part, I am firmly convinced that, while education must remain our top priority, it is time that a system be set up with a view to making a more economical use of resources. I might even add that such austerity is essential for the maintenance of this priority and that we shall be able to attain the objectives which we have set for ourselves only if every dollar invested in education produces a maximum output, only if the investment of every dollar is fully justified.

The means we have at our disposal, both individually and collectively, are limited, and the essential and priority needs which we must satisfy are numerous and varied. This, we must establish an equilibrium between these priorities, and avoid considering one of these to the exclusion of others. We cannot devote all our resources without taking into account the needs of other sectors such as those of health and economic development, without running the risk of becoming anemic savants or educated unemployed.

Mr. Cardinal points out that the people are definitely desirous of bettering the educational system in the Province but they must be made to realize the cost of implementing such a system.

While we can afford necessities, and in fact, utility and comfort, we cannot afford luxury, that is to say, all that which does not increase the efficiency or the quality of instruction or of education.

It is only reasonable that we make a maximum use of all existing buildings of educational institutions, both public and private at all levels, before considering the possibility of new constructions even if some of the buildings presently in use do not meet to perfection the al-

leged requirements of a so-called "modern" education, which is, in fact, in constant evolution.

He then elaborates on the inefficient use of facilities in existence in various institutions of learning.

In still another field, I have been told that I would be surprised at the quantity of laboratories or shops and audio-visual equipment that remains unused, and at the number of school textbooks discarded before they have been put to maximum use. Now the waste of every fraction of a dollar per pupil represents a waste of \$1.5 million, that is, an amount equivalent to the average college's yearly budget.

Also in the vein of saving the budget for sensible spending only, Mr. Cardinal speaks of minimizing the bureaucratic elements of schools.

Now, it seems that, in certain educational institutions, the number of directors is on its way to becoming equal - or almost - to the number of teachers. When to this proliferation of non-teaching posts we add the constant outbidding involving salaries, we have a budgetary escalade which does not necessarily guarantee an improvement in pupil achievement.

After presenting the Government Budget for 1968-69, the Minister does his address by making mention of the Second French Language University on this island.

Montreal's Second French-Language University

The third topic, concerning which I shall say only a few words, is a particular concern of yours, since you made it the theme of your last conference. I am referring, as you may have guessed, to Montreal's second French-language university. There seems to be a unanimity of opinion as to the necessity of this institution and as to the urgency of setting it up. As far as the conditions governing the implementation of this project are concerned, however, our certitude is not absolute. Wisdom itself demands that we take all the necessary precautions so that this new university may be integrated with the over-all plan for the development of university education and with the plan for economic development of the province.

The type of university or faculty which might meet this dual requirement is not just any type of university or faculty. Hence, the Department of Education has set up a committee which is presently studying this aspect of the problem in the light of the situation which exists in Montreal universities, in the light of our immediate needs and of present demographic data, and, at the same time, of the probable evolution all these data might undergo in a foreseeable future.

This Committee' report is to be submitted to me soon. As soon as I have examined it, I shall no doubt be in a position to make recommendations to the Executive Council - all of which should take place shortly".

In doing this act, did that segment of the class who used the books violate any ethics, such as intellectual honesty. The point here: Did or did not any book-user do something he thought was intellectually wrong. Did he feel he was violating an equal situation by allegedly participating as an equal? Or did he feel that it was his right and duty not to perpetuate the farce by participating in it in the prescribed manner. Did he, as an individual, feel that his only way to change a farce was to sabotage it?

Under conventional ethics we would say, "By gosh, it was cheating. No buts about it!" That, however is to pass a value judgment on your own opinion and only your own opinion. It is to neglect, or rationalize out of existence, the actual motives, subconscious, conscious, however undefined, of every man in that class, whether he did or did not use the book.

I point the finger at the institution who is perpetuating the farce under the guise of honesty. I point to the men who run this college, the "devoted" who are in search of truth and knowledge. I point to the professors who perpetuate their intellectual dishonesty under the guise of

expediency. I point the finger as a Christian. I point the finger as a man who believes that to love is to make a man now his neighbour and not fear him. I point the finger as a human who believes that as long as you set one man upon another you teach him how to make war. To the men and priests in this institution: "What are you doing to us?"

I didn't use the book. I had my books with me. Why didn't I use them? Because I wanted to write a non-book exam. I would like to write an essay to explain to him my concepts of the work I had studied: an informed dialogue. I'd like to discuss my essay with him, but I'm supposed to do so much studying for these little tests. But I didn't leave my books in my briefcase because the professor had walked out of the classroom expecting me not to. (I'm not a baby any more)

My personal evaluation was that I could not see the actual point in spending the class time - learning time - for which students have paid hard earned money, as a testing ground. A testing ground for the relative positions of students in a class where some students had studied the test matter and some had studied other matter.

HIGH SCHOOL EDUCATION: WHERE THE EARTHQUAKES SHOULD BE THE FREE SCHOOL MOVEMENT - QUAKE

VANCOUVER (CUP) - When 13-year-old Duncan Innes goes to school, he is going because he wants to.

Nobody will phone his parents if he doesn't turn up. And yet both Duncan and his parents feel he is getting a far better education this year than in past years.

Duncan is a student at the Barker Free School in Vancouver - one of a new breed of schools that are rapidly cropping up across the nation.

Nobody knows exactly what a free school is. Between Christmas and New Year's representatives of eight free schools from across the country spent several days at the New School in Vancouver trying to answer, among other things, that very question.

The conclusions reached were more non-conclusions. Those present learned they agreed on some things, disagreed on others. The only thing they were unanimous upon was that the present public school system is incapable of coping with modern educational requirements.

Represented at Vancouver were Toronto's Everdale Place, Toronto's Rochdale College, Winnipeg's Who House, the Winnipeg Free School, the Viewpoint non-school at Argentinia, B.C., Vancouver's New School, Barker Free School, and Knowplace.

With the exception of Rochdale College, all these schools or non-schools cater to elementary or secondary school-age students. Rochdale is a co-operative residence for college-age students that strives to offer an unique educational environment.

Leftist press shakes quake

OTTAWA (CUP) - Fifteen-year-old Shannon Lee is in trouble with her high school Principal.

She was caught last week distributing Youthquake, Ottawa's first underground secondary school newspaper. All 75 copies were destroyed. The content is apparently offensive to the administration of Hillcrest High School.

Youthquake, three letter-size sheets, was printed by the Canadian Union of Students after a group of high school students decided the best way they could influence the direction of their education was to form a union.

And the union needed a paper to spread its ideas.

The paper received a mixed reaction from students at four high schools where it was distributed. In almost every case some copies were seized by the Principal's office.

In editor Richard Kowalski's class at Glebe collegiate, the teacher denounced the paper as "communist-inspired."

Unruffled, Shannon Lee and Richard Kowalski plan to continue signing up members for the student's union (they now have over 100), and printing Youthquake.

Said Kowalski: "We know what we want to accomplish, and we'll do it!"

But while those who staff the schools are less than certain how to describe their operations, the students who attend have few if any reservations.

Take Duncan Innes for example. Before he was sent to the Barker Free School, he was what is known as a "problem child."

"I didn't get along," says Duncan, an unusually articulate youngster for his age, describing his public school career. "I use to throw things and get into trouble."

Duncan says his mother sent him to Barker because of this rebelliousness. "I always liked to hear them shout at me," he says. "But now I like school."

Last year, while attending public school, Duncan missed 30 days because he was "sick." "Sick of school, I guess," he says.

To date this year he has missed only one day. "But I didn't have to say I was sick. I just didn't feel like going so I went somewhere else instead."

Each school day for Duncan begins with a meeting. The students at his school - all elementary age - attend a general meeting each morning at which they decide what they will do for the day.

This aspect of the free school is generally widespread - the active participation by students in the decision-making processes of the school. "If the teachers want one thing and we want another, we outvote them," Duncan says.

The crucial question however, is whether the free school gives a better education than the traditional public school. "I feel I am learning more now than I was before," says Duncan.

A schoolmate of Duncan's 14-year-old Clay Ray, was less willing to assert this point, but admitted it was generally so. "But sometimes the teachers get pushy and try to run things. Then we won't talk to them, and we don't find out anything."

Clay, brushing back his shoulder length blonde hair (there are no dress restrictions in free schools), tells of the type of things he does at school.

"Well, one time we built a still," he says.

The question was obvious. What were they going to do with the still?

"Make booze, I guess."

Make booze! Wouldn't the teachers object?

"No, not really. But we never got to make the booze because the little kids wrecked the still."

Suppose they hadn't wrecked the still, would you have known how to make booze?

"Oh, it's simple," explained Clay, somewhat eager to display his knowledge. "You make a mash and you put yeast in it . . ." He went on to explain quite clearly the process of fermentation.

Here was a 14-year-old boy at an elementary school level giving me a somewhat comprehensive high-school physics and chemistry lecture.

"The main thing is to meet the needs - both personal and academic - that the kids themselves recognize," explains

Gordon Mackie, a student at the University of Manitoba and one of the most articulate spokesmen for the free school movement. He is currently involved in getting up a free school in Winnipeg for dissatisfied high school students and dropouts.

Across the country other free schools are facing the same problems and trying to cope with them. In Winnipeg, he hopes to get some support from the University of Manitoba Students' Union. Because of recent moves toward student involvement in pre-university educational reform, he admits there is a good chance for this. But he also knows the prospects are less than certain.

The movement is young and spreading. What its ultimate results will be remains to be seen.

Let them eat cake? - rumble quake

by John Cressey

Generally high school students and administrations agree that the present secondary school education system is inadequate. The set-up gives the student-victim a narrow, unemotional, and usually meaningless experience. It does not satisfy the basic demands of an education which should fulfill student needs, both personal and academic.

We need changes in the system. We need different, more personal teaching methods, new subject material, a change of attitudes by teachers and students to start with.

An example of such change is the "Free school movement". There are eleven separate "Free Schools" spread across the country whose objective is to give the student an opportunity to learn those things he is interested in, to grow through experience and to be concerned about himself. The students in these schools make the decisions about what they learn. They are subject to trivial laws concerning appearance and manners. The reactions to this system by parents, educators and students have been very favorable.

The trail has been blazed. Now it's up to individual high schools to adopt some of these proven principles. It would be at least a start if they could experiment with one creative course.

The high school student today needs more than broad factual courses of uninteresting unimportant content. He needs to learn about "himself". He needs teachers who care. He needs to find a "set of morals", that might not be found in a book.

Only when the administration of each individual high school realizes that it must fulfill the changing needs of the student can the education system produce a responsible person able to cope with himself and society.

John Cressey is a fourth-year student at John XXIII High School, Dorval. - ed.

KIDDIE-RUMBLES MAKING WAVES: AND THESE ARE THE KIDS OF TOMORROW? WHATEVER HAPPENED

STARTING? ANYWAY THEY ARE IN THE SAME BOAT WE ARE, WITH FLY-BY-NIGHT JOURNALISTS, CAUSING

SECONDARY EDUCATION

One's conception of knowing and of the nature of what is known perforce lead one to a concern with how we impart knowledge, how we lead the learner to construct a reality on his own terms.

Jerome S. Bruner

When you're working with kids you're bringing them something totally new in their lives, and you can see profound changes made in them.

I am convinced as a committed teacher of English that the greatest influence I can have as a human being is really in drama. This is where you really get to know kids well. This is where they get to know you really well, your strengths and weaknesses - your humanity.

I came to know Mr. Millisor and many of my present close friends during the production of "The Diary of Anne Frank" in 1965-66. The funny thing about Drama is that you form a bond with the other actors and the director to a point where the group is an organism of people who love the play and the characters they are portraying. And they love each other as well. This is the only way I think a good acting company can make it.

Education is a great rule teacher right from grade one on through. Any kid who wants to be a success just has to learn the rules and play by them. The kids who fit in best are the ones who have become least themselves. They've molded themselves and become stereotyped students. They simply play.

Unless a child is concerned, is involved, is aware and alive to his world, then all the dogma in the world isn't going to make him that way.

Drama makes people

Take a kid who has met a crisis in himself through drama - and really, when you create a character in a play, if it's a good, demanding play, you're meeting a crisis within yourself. It's kids such as this who come to have a deeper understanding of themselves and who, in and by the process, find it more difficult to identify with the status quo in education, in the establishment, in society. They're different - they all of a sudden find themselves being different.

In this school for example the kids I can look at most honestly, and can say that I have developed a real kind of communication with, are the kids I have worked with in drama. These are the kids too that I find most committed to their own identity. Not necessarily most committed to school now, but most committed in an honest way to the identity that they say is themselves. It's kids like this, however, that create a problem because once they begin to know themselves, they don't always fit in.

Tomorrow is 'the now'

I don't give a damn if a single person doesn't go from here to university. If they leave here as developing human beings who are concerned about themselves and concerned about the world in which they live, I couldn't care if they ever went to university. I don't think in terms of pre-university at all. I think in terms of "the-now". And so do kids, more than ever before. If we could just get our education geared to their most immediate needs! Tomorrow's needs are hinged on today's. If we could fulfill their needs now more satisfactorily, get them involved in their own need-satisfying, it would help

Guy Millisor is Head of the English Dept., and Drama teacher at John XXIII High School in Dorval. The article below has been cropped from an interview the NEWS did with him a while ago. He is an extraordinarily magnetic man and very emotionally involved in his work.

tomorrow's needs a lot. When we just worry about tomorrow's needs, we're missing the boat. And that's one of the reasons for the fantastic apathy in our schools.

On the subject of training a moral sense, I teach from my own specifically defined moral code, but I don't ask the students to accept it. I simply provide it as an experience, something to which they can be exposed in the same way that they are exposed to "Hamlet". If I find it necessary to teach a kid how to use commas, I probably say I'm teaching it because it's something valuable for him to have. It might make for more efficient communication in writing. I don't think, unless the child has something to say, that the commas are worth anything.

Alive to his world

Often it's the same with a dogma. Unless a child is concerned, is involved, is aware and alive to his world, then all the dogma in the world isn't going to make him that way. Dogma is an aid, an instrument to help, but it is not the end to which we work. I think the Catholic schools must find some way of defining commitment, and involvement, and concern, geared for kids. For example, you can go on about "feeding the hungry" and "clothing the naked", but how many of our middleclass suburban children meet hungry people who don't have any clothes on? We should specify that when we say, "feed the hungry", that it also means we have compassion for another's hurt; that when a man has been hurt by his world he is in fact "naked" or "hungry", and that we "spread" our compassion over him. When we reach out to help him, we are in fact "clothing" him. It's the same thing. So I think the school has got to find new ways of articulating moral values to help the child make up his own mind.

His greatest side I think is that he treats everyone as an individual. While directing a play or a class, he directs each person differently from another. He demands a great deal from the students and, for the most part, he gets it. The main reason for this I think is because he always gives more than he demands in return. It's almost impossible to be indifferent. You either dislike him or love him. Those who dislike him don't always know him or maybe don't know themselves and don't bother to find either out.

Education is not just dealing with emotions. The other day, for example we had to discuss the problem of good and evil in "Macbeth" because essentially that's what it's going to be about. It's hard to believe that Grade 11 students have in fact been struggling with existential good, moral good, and evil being the absence of good. For two ninety-minute periods they were dealing with deeply philosophical concepts that were probably way over their heads and which they cannot now sufficiently cope with. What this discussion did give them was an insight into the concept of

good and evil that will allow them, if they ever get the chance, to expand that wedge I've put there. What really happened in there was that they were getting some academic material aimed specifically at their intellects, and they were getting a human-being-teacher approaching them emotionally.

Mr. Millisor doesn't feel that his teaching has to be geared with university life in view. But, because he forces a student to think on his own, he does in fact prepare them to face the big transition from High School to College. Forcing a High School student to think can sometimes be like pulling a chair out from under him. In first year college a student who has never expressed his opinions before will find himself asked to comment in a history seminar about Herbert Spencer and feel inhibited and even shocked by this new demand being made of him. Although Mr. Millisor may not see this, as one of his ex-students, I found the preparation invaluable for college life.

The Grade 11 literature program is not geared to university. None of what I do is geared specifically to university or to making the step from High School to University. This is a thing in itself, High School education. It's an important role in a child's total development.

G.M.: While I do like professional drama, it just doesn't compare with the excitement of teaching kids. If you are not fantastically committed to your own subject area, you're not going to be a teacher. And money shouldn't be the primary interest of a man in education. If it is, he shouldn't go into it because he won't make any money, and he'd be going in for the wrong reasons. My father is a civil engineer and he makes in a month what I make in a year.

I think a book is fine. But it's still a book. It doesn't breathe, it doesn't weep, it doesn't laugh, it doesn't hurt. It knows no joy. It's just a book. It needs a human being to make it come alive.

Education needs specialists, 'seers'

Two problems here in the province of Quebec at the Senior High level are that there is no provision for a budget for a teacher of drama, and there is also no real provision for the education of teachers of drama. More and more the modern school is going to demand specialists, people who are really involved in their own field. Not just academically however, but as real "seers", as people who are involved in getting children to "feel", to share emotionally and intuitively in the beauty of a Math course, for example, or the beauty of an English course. I think this takes a very real and special kind of person.

And people who are committed to their area are not necessarily narrow people. I could have made the decision long ago to go into professional theatre and be an actor. I love to act, and I suppose it's very much a part of my personality, but I chose to be, and want to be, a teacher.

I ask questions with a point of view. I attack, I'm sarcastic. I exercise my humanity in the process of getting them to exercise theirs. I scream at them, they scream back, and I listen. Emotions are not just crying spells or temper tantrums. They are expressions of concern about things. My kids participate in a meaningful kind of response and a mutual kind of respect develops.

A person teaching persons

You have to listen

Most questions that teachers ask are not to find out what the kids have to say, but to get an answer. Well, most kids don't have the answer. So what you have to do is listen very carefully to what they do say and help them build from there.

I find with "Macbeth" that there are very few answers that I want because I've changed my whole approach to the play from the first time I taught it. I never, in my classes, touch the play, or pick up the script and say, "Now we're going to read this scene." It's a completely discursive approach, almost like taking a walk in the garden with each kid. It's meant to be a dialogue, a conversation. It looks very much like a lecture but it's not. And this depends on the personality of the one giving it.

This was the first time I had been exposed to a teacher who was both a specialist in his field and some one you could easily identify with. Never did I feel I was being talked down to, or afraid to talk to him about anything. If you have a problem, you go and talk to him about it, and he'll try and help you out. He must go through at least one student crisis every day.

I think a professional's competence should be judged solely on the response he gets from the kids, and not in the way he wears his hair or clothes. The response from kids means that they derive some satisfaction from that teacher. I feel that, when a kid comes to me in English, he has needs for English, needs in this particular part of his personality, and it's my job to find out ways of helping the child satisfy his needs.

A need for compassion, sincerity

But maybe that sounds too scientific. More than the above is the need for compassion. He's got to come to some sincere and profound understanding of himself and other human beings, to be able to relate to them even without saying a word. To feel, for example, Hamlet's loss is a need because we all have our own sense of loss. We are all hurt, or lonely, and we can in fact learn in being exposed to "Hamlet". We can find new ways to express our humanity.

Something to refer to

That doesn't mean that anything I'm going to do with a kid in "Macbeth", for example, is going to fully satisfy his needs at that given moment. It simply means that I'm going to provide the opportunities for experience. The kid will then have a vast number of ideas given to him, a number of intuitive feelings provided, that he can tap for his own development. It seems to me that I am good as a teacher insofar as I am able to provide the widest range of experiences. From there I can satisfy the child's needs both academically and personality-wise. However well I do depends on how well the kids respond, how involved they get, how much they care.

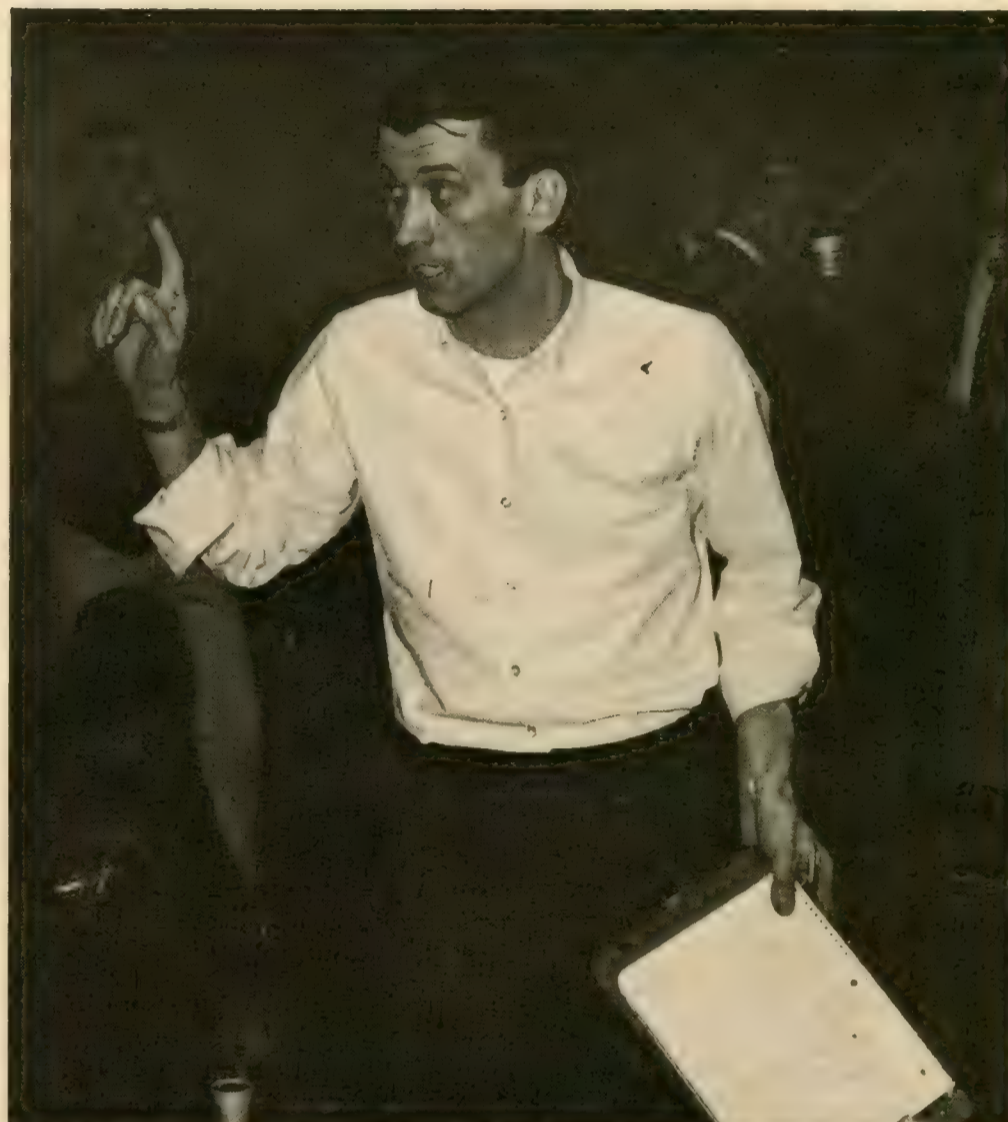
The Catcher in the Rye and *Lord of the Flies* really impressed me as did "Hamlet". Whenever I had read a book before I'd never really understood what they were trying to get at. As a teacher he really gives an insight into what a writer or poet is trying to do.

I think a book is fine. Shakespeare in a book is great - I'm glad to possess the complete works of Shakespeare - But it's still a book. It doesn't breathe, it doesn't weep, it doesn't laugh, it doesn't hurt. It knows no joy. It's just a book. It needs a human being to make Shakespeare come alive.

I think that kids exposed to books without the human being miss a vast amount of the experience. It wouldn't be good enough then to simply give students in university an introductory course in the use of the library and send them off on their way. I feel very much that a kid needs people. We are all social beings and we all have a fantastic desire to relate. You can't relate to a book, not really relate, the same way you can with a person. You can certainly relate to a book through someone else, through their experience, and through the communication of their experience to you.

Teacher: A person who is involved in the business of getting people to feel.

Guy Millisor.



Guy Millisor

It is very good for a kid to be exposed to a really bad book, to a poorly written, trite novel like *Valley of the Dolls*. Exposure to that book will teach a child a lot about God, and a lot about what a human being is and means. All the characters come to catastrophic ends because they do not relate to one another, and because they do not relate to God. There's nobody as absent as God is, in that book. In a classroom situation there is good guidance through such a book and the right kinds of things can be pointed out. By "right things" I don't mean my predetermined "right things", but the things that kids ask about.

In our November production of "The Fantastics", a musical by Tom Jones and Harvey Smidt, one spectator told us the performance was better than the New York production. That's pretty good for unprofessional High School students.

My greatest problem has been, as a drama teacher, the lack of stated policy about co-curricular activities. They are not extra, they are not frills, and they are not non-essentials. They are an integral part of the child's total development. You can give a kid seven or eight courses a day and you are only touching a part of that human being. Whether it be a year book, or a creative-writing book, or sports, or drama, it's as important to the child as any academic subject.

The second problem for me is lack of money. I do not have a budget because drama is not a constituted department and has no real status in the school.

Without money, you can't build up a library, and a drama department needs a library of its own, with a good selection of plays for the kids to involve themselves in.

There is a terrific outlay of money on a play, if you're going to do it well. In "Hamlet" we're going to need a lot of hand props that will have to be made, and we need equip-

ment to do this. You need a growing fund for facilities and equipment.

One problem we don't have is talent - the school is full of talented kids, more so than I have found anywhere else. There are some fantastically good writers and poets in this school.

There is also no problem with co-operation. I can put a call out for "Hamlet" today and 150 kids would put their names in just for crews. And out of 570 kids that's a tremendous response.

Personal consideration

As far as kids being free to participate in extra-curricular activities here, there is a very intelligent movement on that each child must be considered on his own merits and not inflexibly according to a general rule. Where a kid is doing badly academically, if the parents concur, and the administration and faculty feel that he should participate, then he can.

So, the school has given me tremendous opportunities to do what I think is right. There is much further that we could go, but we're a little bit frightened mainly because we don't know where education is going in this province.

How do you ever know when you start something new that it's going to work? You don't. But life is a risk, so why can't education be one also? Why must we always be so sure that what we're going to do is right? All we have to do is think that some of the things we've been doing for so long have not been right, and that we don't have to be happy winning only 80 per cent of the battles.

Dr. Thomas Nogrady: A scientist in the process

by Andrew Potworowski
and Yvonne Kaspers

At the word "Science", many people immediately conjure up the image of a dried up, absent-minded, useless old man, shaking a test tube, or writing incomprehensible formulae. However, modern scientists are far from being ethereal. This is what we discovered when first talking to Dr. Thomas Nogrady, Associate Professor in the Department of Chemistry at Loyola.

Dr. Nogrady will be taking a Sabbatical from Loyola beginning this March; he will be going to Cambridge University in England, to work in the department of Molecular Pharmacology. A Sabbatical is essentially a leave of absence taken by a professor every six years, in order to "recharge his batteries". Dr. Nogrady will be gone for half a year during which he will give up entirely all teaching and administrative work, and devote his energies mainly to research in his field of interest.

Dr. Nogrady originally started in Biology, later he changed to Organic Chemistry, but he always

"Research and teaching are inseparable; if you are not involved in research, if you are not at the frontier of your field, if you are not expanding the available knowledge, you will inevitably fall behind..."

maintained an acute interest in his original specialization. He even followed medical courses of theoretical interest, such as pathology, physiology, and biochemistry. He received his Ph.D. at the University of Budapest, and worked in Medicinal Chemistry at the State Research Institute for Pharmaceutical Chemistry. He stayed in Hungary until 1956 when, dismayed with the political situation and doubtful of any possible change, he escaped along with 200,000 others through the Iron Curtain, at a time when he was already a mature and established man with a wife and a nine-month old son. He fled to Vienna where, granted a Rockefeller fellowship, he worked at the University as a researcher in the Department of Organic Chemistry. One year later he moved to Canada where he did cancer research at l'Université de Montréal.

In 1961, Dr. Nogrady welcomed the opportunity to associate himself with Loyola, which in his words "was at that time beginning its tremendous upswing." His descent from the mountain gave him a permanent position he had not enjoyed previously, and provided the cozy atmosphere characteristic of a smaller, more personal college community. These factors, combined with the advantage "of being entirely free" compensate somewhat for the limitations on technical facilities and research time which a larger graduate school might provide. As it is, Dr. Nogrady is able to spend 30% of his time on research. To date he has published about 30 papers and is presently in the process of publishing three more, the next of which will be in the Journal of Medicinal Chemistry, to be published this spring.

As science becomes more and more interdisciplinary, it becomes increasingly difficult to pin a

specific label on scientists. We might tag him as a "Biophysical Molecular Pharmacologist." (It is not a disease.) Now pharmacology investigates the activity of drugs on a living system, such as an animal or a cell; molecular pharmacology goes one step lower and investigates the activity of drugs on molecules which build up the cell or organism. It is an interdisciplinary field which interests people with different specialties, usually a chemistry background together with a strong interest in biology.

At Cambridge, Dr. Nogrady will be studying Nuclear Magnetic Relaxation, a branch of the instrumental method called Nuclear Magnetic Resonance (N.M.R.), which gives visible information with the aid of spectra on how two molecules interact. It enables one, among other things, to see how a drug interacts with a nerve cell membrane, and hence yield information concerning drug receptors, something about which little is known. Dr. Nogrady, an Organic Chemist by training, is particularly interested in compounds which have an activity on the central nervous system, such as anti-psychotic drugs, anti-depressants, and other compounds that change a person's mood.

Is research essentially a creative process; Dr. Nogrady answers in the affirmative: "I do hope that I am creative; I publish a great deal, and that implies that what I publish must be new knowledge. Also, one is never satisfied with what one achieves; if a project or a problem is more or less solved, I lose interest in it, it's behind me; I'm always looking ahead for the challenge. If you try to solve one problem, usually three or four problems open up; this branches out exponentially. You have to make a choice, of course, which one to follow, and here is where your judgement and experience come in... but it is definitely a creative pursuit."

Someone once defined a scientist as one who discovers and disseminates truth. If this is so, then it becomes the responsibility and goal of the scientist not only to pursue his own personal research, but to show its challenge to others, and provoke them into it. For Thomas Nogrady, "research and teaching are inseparable; if you are not involved in research, if you are not at the frontier of your field, (even if it is a very narrow one,) if you are not expanding the available knowledge, you will inevitably fall behind because you will lose the motivation to read and study. You may keep up by reading new textbooks, but that is third hand knowledge. If you value your reputation as a scientist and a teacher, you have to be way ahead of your students on a rather wide front. You have to have a first hand knowledge from which you distill your own ideas and your own approach to a problem... You have to show the student not just factual knowledge - which is the least important aspect. Theoretically it can be obtained just from reading courses - but how the mind of somebody who has more experience and a wider grasp of the subject than the student, how the mind of such a person works... What one tries to achieve at the university level is not to teach the raw facts (These are easy enough to get at); but to show what to do with

them, how to digest them, how to assemble them, in short, how to think."

This can be achieved first by lecturing, "in which you present a problem, dissect it into parts, and reassemble it. It can best be achieved, however, by seminars and tutorials. This poses quite an administrative problem, but such tutorials have already been going on in the senior organic laboratory, in which the professor has the opportunity to talk to his students individually. "I believe very much in personal contact. I still believe that the best teaching method is the most ancient one, where the teacher sits at one end of the log, with the student sitting at the other."

One way of evaluating a person's teaching ability (though some may argue that it is not necessarily the best) is simply to find out what impact he has on his own students. The foremost authority on this, of course would be last year's Education Evaluation. Critique of Dr. Nogrady's Chemistry 323, a selected topics course on natural products and polymer chemistry. The overall evaluation noted that "Dr. Nogrady is quite obviously an expert in his field... his methods for motivating learning through curiosity were successful - the course in itself stimulated great interest, especially for those concerned in research; students felt challenged to do extra work to really appreciate the course."

Random comments from this year's appraisal support:

Barbara Karpinski, Science IV (Hon. Chemistry): "... He's so interested in the subject, and wants you to be interested in it, that he brings it to life for you..."

Giovanna Dibitetto, Science IV (Hon. Chemistry): "... He's well organized and goes step by step in presenting a problem..."

Ron Constantin, Science IV (Maj. Chemistry): "... After you get used to his way of teaching, you find that he is really good... especially in



Nogrady, and his Research Assistant, Mrs. Marianne Ainley, with the new N.M.R. instrument of the Chemistry Dept.

ess of discovering and disseminating truth

his tutorials in the senior organic lab, where he really tries to help you understand a problem . . ."

Terry Campbell, Science IV (Maj. Chemistry): "... He knows his stuff and he knows how to get it across, never loses his temper, and is always helpful; he's especially great in his tutorials."

Sandra Guadagni, Science III (Biol. Chemistry): "... He doesn't spoon feed you, he's clear and concise, he gives you references and is up on his subject; you can see that he is interested in it himself."

Gerry McGrath, Science IV (Hon. Chemistry): "... The content of his lectures go beyond the textbook level, and their presentation is always orderly . . ."

Ann Ryan, Science IV (Hon. Chemistry): "... he is always ready and willing to answer any question, or at least to direct the questioner to the correct source of information . . ."

A European viewpoint

What Dr. Nogrady finds strange in the North American education as compared to his own which is essentially European "is that here everybody thinks that higher education (i.e. university education) is a right; I maintain that higher education is still a privilege, and should be considered so, especially in this society where you need a university degree for practically anything higher than filing. Since it is so important for the individual in making a living, then the persons who are too intellectually lazy to appreciate it and who consider it only as a tool for getting a good salary, or who simply are not suited for it, do not deserve that privilege. Now many people say that even if somebody is not suited for a university education, he should still get it because something will "stick" by osmosis. But to me that sounds terribly wasteful, particularly when one considers all the effort on the part of society, the professor, and the university as a community that goes into educating the student."

A teacher encounters basically two types of students according to Dr. Nogrady: "some do not know at the start why they are in college, and all of a sudden they develop a burning interest in what they are doing, working to their full capacity; even though they may not necessarily be brilliant, that is all one really expects from them. They become interested, they want to go on, and they want to know for knowledge's sake, which is the real purpose of a University Education."

The plodders

Others plod along; they may get reasonable marks, and accumulate facts; but they do not really develop intellectually; they won't think in a much more different way when they leave than when they first came here. One has to remember, though, that they come in their most formative years, in their late teens or early twenties, when a person changes a great deal anyhow - this is a natural phenomenon. However, a university education should be superimposed on that, and should boost this natural education, form it and direct it. That is what one doesn't see in this second kind of student. It is that kind of student, who, according to Dr. Nogrady, does not deserve higher education. This does not mean that he is



A scientist is very curious; and it is to satisfy his curiosity that he will go and solve a problem. Let us not forget the very important role of the scientist, which after all, is to explore the unknown. Knowledge is knowledge; it is neither good nor bad, it is neutral, it is indifferent. It is only its use which is neither good or bad.

only interested in the top 10% of the students, but that he believes that there "is a lower limit below which people should not be here."

Giving advice is a tricky matter since there is always the risk that might sound pompous. Nevertheless, we asked Dr. Nogrady what he considers the most important advice he would give to a person making a career in science: "A young scientist should be curious above all, and this curiosity will lead him. This means of course, that he will have to do a lot of hard work, but that is implied, since without hard work you simply don't get anywhere. One also has to keep an open mind, be as flexible as one possibly can, and not get into a rut; if you feel that you are misplaced, change and do not be afraid of it. It's sometimes very difficult, and can be quite painful; but I did change when I felt I should, for example, I changed my country abruptly as a mature man."

A modern Archimedes

Dr. Nogrady is a man of many interests. His first and foremost concern is, of course, his career. "I am at an age where a man has to give all he's got, because in the foreseeable future I've got to reach the top, if I may so express myself, and that takes everything. I spend a great deal of my time working, and sometimes I work when I do nothing; I might sit and stare out the window, and I get my best ideas in the bath tub."

Dr. Nogrady reads a lot, especially scientific papers; he gave up on fiction sometime ago for lack of time. He follows closely world events and international politics, and is a great music lover. He is still interested in the esoteric field of fresh water biology, the ecology rotifers. "I like it very much, and did that since I was a kid, but I don't have too much time for it now." He also gives occasional lectures to clubs and organizations on various subjects, such as the philosophical implications of science, a topic he is greatly interested in. This of course raises the question of the scientist's concern for the possible applications of his discoveries. One immediately thinks of the H-bomb, the use of drugs in chemical warfare, (eg, Napalm, discovered by Prof. Fieser from Harvard), and possible tampering by man with the human genetic code.

An amoral ethic

For Dr. Nogrady, however, this is not a problem for the scientist: "A scientist is very curious; and it is to satisfy his curiosity that he will go and solve a problem. Let us not forget the very important role of the scientist, which after all, is to explore the unknown. Knowledge is knowledge; it is neither good nor bad, it is neutral, it is indifferent. It is only its use which is either good or bad." But then it is not up to the scientist to determine the use of knowledge.

Jocks beware

There are some scientific developments or technological knowledge which, however, will necessitate a change in general morality. For instance, "we will reach a point where we will be able to change the human genetic code. The moral concepts which will be unavoidable and necessary at that time, simply do not exist today; they will have to be developed in order to tackle such problems as who can change the genetic code and in what direction. Another interesting problem arising in connection with the recent heart transplants is that someday, it might be possible to transplant the brain. First of all, who is the survivor, the donor or the acceptor? And are you fully justified, for example, to take the brain of an eminent and old scientist, and plant it into a healthy moronic athlete? There is no moral code for that; you cannot start thinking about it, since you don't even have the terms. The same course applies to the genetic code."

Dr. Nogrady's plans for the future are quite open. His trip to Cambridge will first of all give him the opportunity to think things over. "I am making a very thorough break, because I will do something very different from what I did before, professionally that is. I will live alone for a few months because my family will join me only in the summer. I will have lots of time, well, to work, but also to do other things, to read, to think, to be alone; every man needs time to contemplate. It's very important. I don't have any personal plans for the future, because I leave myself open to whatever comes. I will meet new people, I will be exposed to new ideas and a new environment, a new way of life. I will return to Loyola, of course, hopefully with new plans and new ideas."

PERSPECTIVE ON THE BRYAN BUILDING



Nelson blessing

McDonough spelling

Mayne unveiling

Communications beaming



MULTIVERSITY: the system can't deliver



by DR. ROBERT M. HUTCHINS

In the next 75 years, or shall we say 25, education may at last come into its own and the ideal university may at last arise. These things could happen because the field will be open for them to happen.

The ramshackle structures that now clutter the academic landscape will collapse. It will be seen that they are nothing but Potemkin villages or Hollywood movie sets.

It will be evident that whatever their purpose has been they could not accomplish it, and that in any event it is time for other purposes.

Before the last war education and research were matters of little interest or public importance. Education was a kind of puberty rite, and research the esoteric indulgence of a few harmless eccentrics.

When during the war the scientists showed they could blow up the world, and when it became clear that science and technology were the foundations of industrial expansion, then, to the martial music of the cold war, education and scholarship suddenly became the road to prosperity and power.

Governments became embarrassingly affectionate; foundations emptied their cornucopias; politicians dedicated themselves to educational statesmanship; corporations, discovering as someone has said, that there might be as much money in education as in poverty, threw themselves into the priest-like task of setting the people on the path to prosperity and power.

But the demands upon the educational system and the expectations of it are built on false premises, sustained by flatulent representations, directed to ignoble ends, which, fortunately, no educational system can achieve. In far less than 75 years it will become clear that the system cannot deliver the goods expected of it.

As the certain disillusionment about power sets in, it extends to those institutions which are the servants of power. As we are putting our higher and higher technical proficiency to baser and baser uses, some distrust of technical proficiency as the end of education is bound to appear . . . The great universities, chauvinism in the schools and enslavement of the universities to the military, to the CIA, to "mission-oriented" governmental agencies, or to any nationalistic programs whatever must begin to seem distasteful even to ordinary readers of ordinary newspapers.

The concentration of education on meeting the immediate needs of society, as the most powerful pressure groups interpret them by the methods that appeal to those pressure groups, namely, training, information and service, is obviously the direct opposite of what the times require and will shortly be seen to be so.

As the machines take over, as the world becomes computerized and automatic, as the hours, days and years of labor decline, as free time increases, as a guaranteed annual income supplies every family's basic requirements, what are we going to do with ourselves? On this question an educational system dedicated to training, information and service can shed no light and give no help.

The multiversity, which will do for the society anything the society will pay for, exists to flatter the spirit of the age. One trouble with flattering the spirit of the age is that all of a sudden it may turn and bite you.

Something of the sort appears to be happening in California. The popular desire, which was formerly, for reasons never made clear, to have a famous multiversity, is now the desire, for reasons equally obscure, to have a cheap one, with clean-shaven students, and relatively few of them.

What are you to say to people whose immediate needs you are striving to meet, and even to anticipate, when they tell you they've changed their minds and do not need you any more?

If it is said that we shall always want to be prosperous and powerful and that the educational system can always help us to these ends, the answer is that no casual connection has been established between education and prosperity or power.

Nobody knows whether America is prosperous and powerful because of its educational system or in spite of it. Nor do we know whether prosperity and power are legitimate ends for a human society, and under present conditions we have no way of finding out.

(Reprinted from The Martlet)

Dr. Hutchins was president and chancellor at University of Chicago from 1929 to 1951, and head at the Centre for the Study of Democratic Institutions. This article is the first part of an excerpt from his address to the 317th Convocation at University of Chicago.



Canadian Dimension

It's a hard thing to be accepted these days, let me tell you! If you don't read the right magazines and emulate the proper people, your whole social life could be ruined. The trouble is, if you haven't even got time to get all your academic work done, who's got time to read all the proper magazines. Here are some hints: You ought to always carry a copy of Ramparts with you, although you need hardly go to the length of getting a subscription. Time went out with white socks, but you can still get away with reading Newsweek. Don't get caught with Canada Month or the National Review - they're both not worth the paper they're printed on, and besides, they went out with Senator McCarthy. Playboy's all right, but only if you insist that you buy it for the articles not the pictures. Life, Look and their like are all passé, and MacLeans is downright dangerous to be caught with.

This said, let me turn to a magazine with which you should be well acquainted: it's Canadian Dimension. The trouble with this magazine is that it puts out six issues of some forty pages each every year; and obviously no one is going to be bothered to read 250 pages a year just to be 'in'.

Fear not, salvation is nigh! Here is all that you need to know: Canadian Dimension claims to be "an independent journal of fact and opinion. It is not affiliated with any political party and organization." On the other hand, the editors confess to be "unregenerate socialists", and since we only have one socialist party in Canada, that pretty well solves that problem. Now comes the hard part. After all, you just can't go around name-dropping without some idea of what they say. Bear with me, dear reader, and the doors of Canadian Dimension will be opened to you.

Here's what they say: let's start with a letter to Pearson about Vietnam:

THE JOHNSON GOVERNMENT HAS SHOWN ITSELF UNWILLING TO NEGOTIATE SERIOUSLY. IT MUST NOW BE OUR TASK TO MAKE IT NOT EASIER BUT HARDER FOR THE AMERICANS TO CONDUCT THEIR WAR AGAINST THE VIETNAMESE PEOPLE. THEY ARE NOT WINNING PEACE, NOR FREEDOM, NOR SECURITY, BUT ONLY THE BITTER HATRED FOR WHITE MEN EVERYWHERE. THE TIME HAS LONG SINCE PASSED FOR THE "QUIET DIPLOMACY" OF YOUR GOVERNMENT.

I KNOW THAT YOU WILL SAY, MR. PRIME MINISTER, THAT IT IS NOT CANADA'S TRADITION TO SPEAK SO OPENLY, SO BOLDLY, SO FREELY WITH OUR NEIGHBOUR TO THE SOUTH.

INDEED IT IS NOT. IT WOULD BE NOTHING LESS THAN OUR DECLARATION OF INDEPENDENCE.

What Canada needs is a good five-cent cigar

By FRANZ SZABO

Then there is the U.S. and the Canadian economy:.

HARRY JOHNSON OF CHICAGO

It is easy to make nations grow,
Says Harry Johnson of Chicago,
It is not planning that does the trick,
Nor the heavy governmental stick,
We must be free as the birds of the air,
And not bound in chains like the Soviet bear,
Foreign dough and free trade are good you know
To make the nation rich and free from woe;
We are in a quandary Harry says
Because we fail to see free trade pays,
Like a shy virgin clinging to her underwear,
We fear to strip our tariffs bare;
O, please, let Harry have his way,
Let Canada be open night and day,
Let her be free for one and all,
Every Eve knows the fun begins after the Fall.

Naturally we must complain about the notorious exploitation of Canada:

Canada, my beauty,
everybody's love,
white flower of the diamond studded north,
let me tell you that
a tired prostitute beyond her prime,
dejected, hungry,
full of malice and uncertain fear
would throw her charms away less openly,
would exercise more choice
than you have ever done,
would charge at least a reasonable rate,
would try to be
(within the perils of the trade)
a self-respecting whore;
And What Is More,
even in her wildest state
of drunken self-delusion,
howling at a corner
where the newsies thrive,
she wouldn't let you see her
stopping people -
friends and neighbours,
even relatives,
shouting with a paranoid insistence
upon decency and moral strength,
that she is living better now than ever,
friends with everyone, and that
despite all rumour, not a shred
of proof has ever been produced
to show that she
(as gossips say)
is being regularly screwed.

ROBIN MATHEWS.

In the Near East, do try to be pro-Israeli:

The sudden and dramatic turn of events in the Middle East, precipitated by Gamel Abdul Nasser's bid for a radical shift in the status quo and culminating in Israel's smashing military victory, once again brings the Middle East into the centre of the world stage. Without going into the rights and wrongs of the Arab-Israeli conflict, it is nevertheless useful to examine the strategic and military realities of the Middle-East situation.

Whether or not one accepts Israel's right to exist, no one can sensibly deny Israel's right to act in order to prevent her destruction and the physical annihilation of her population. After the experiences of Hitler's Europe no one, least of all the Jews, can afford to question the potential reality of this threat, especially when an avowedly genocidal intent is backed by a formidable military machine supported by the rhetoric and practical aid of a major world power bloc. The central issue and concern of Israeli policy from its inception in 1948 has been to thwart this eventuality. This fact of life has coloured and decisively influenced not only Israel's foreign policy but the whole of her political and social life.

As for eloquence, it never hurt to paraphrase Mark Anthony:

The consenting citizens of a minor and docile colony are cogs in a useful tool, though in no way necessary and scarcely criminal at all, and their leaders are honourable men, as for example Paul Martin.

The humiliations of imperial necessity are an old story, though it does not improve in the telling and no man believes it of himself. It is not Mr. Martin who sprays the poison mist on the fields of the Vietnamese, not in person, nor fries civilians and if he defends an intolerable war sincerely, making himself a stooge, making his people accessories to genocide, he is no worse a man than the other well-intentioned sellouts of history - the Britons who went over to the legionaries, sadly for the sake of the larger peace, the tired professors of Freiburg, Berlin, the statesmen of Munich, those estimable men, and the lovers of peace, the brisk switchers who told it in Budapest.

There you have it: Instant political opinions without the pain of independent thought! What a gem for your next party! Why, it's almost as good as Cole's Notes. Oh, and don't worry about future issues; they're consistent!

Daniel Johnson

by Richard Stock

In view of current political strife in Ottawa, one might find solace in evaluating Quebec's progress.

A few years ago, Daniel Johnson wrote a concise book, "L'Egalité ou L'Indépendance," which explained Quebec's position as the "heartland and mainstay of French Canada," and the "deux nations" concept. His present policies have sprung from his earlier theorizing. As he stated in the brief submitted to the Confederation of Tomorrow Conference last fall, Quebec's first step in altering the Canadian status quo would be to "proclaim Canada's absolute sovereignty." Mr. Johnson has repeatedly said that he would accept a piecemeal amendment of the constitution.

A Federalist

However, he does maintain that French Canada views a nation as a sociological and cultural community before it is a political one. This is a very controversial and often misunderstood point of view. Ex-prime minister Diefenbaker and recently, Pierre Elliot Trudeau have diametrically opposed such a theory. Accordingly, Mr. Johnson took pains to use the word "nation" only in the sociological sense at the last Federal-Provincial Conference. He said "there are puzzling semantics", the meaning of which must be agreed upon.

Thus Quebec, the French Canadian cultural community, and a "nation" in this sense of the word, desires "free rein to make its own decisions affecting the growth of its citizens as human beings, their economic development, their cultural fulfillment and the presence abroad of the Quebec community." With these words, Mr. Johnson addressed the provincial premiers last October, and he seems to be still adhering to the policy he set for himself in "L'Egalité ou L'Indépendance". Seldom is the "deux nations" concept meant in the political sense, for Mr. Johnson is a proclaimed federalist.

Other Proclamations

There have indeed been substantial measures undertaken to meet Quebec's wants. Last week's provincial Throne Speech was called a "statement of principles and objectives" rather than "a catalogue of bills". Intentions to establish Radio-Quebec for educational purposes, as an "international broadcast bargaining agent for Quebec in such fields as the proposed Franco-Quebec TV satellite," are an integral part of the drive to preserve the French Canadian community. Employing such a method definitely excludes any intentions to preserve the "nation" of Quebec by isolation.

Tentative plans to organize a new French language university in Montreal were also unveiled. In co-operation with Ottawa (note), Quebec intends to initiate an immigration department for the orientation of immigrants in the new French-speaking community. Such legislation is certainly tangible evidence of Mr. Johnson's intentions to provide "what Quebec wants".

Freedom

In order that Mr. Johnson be able to carry out his programme, he needs a higher degree of fiscal liberty. He believes Quebec must be master of its own economy for the preservation of "national" identity. The Speech from the Throne pointed out "the urgent need for a new constitution" calling for a re-allocation of powers. A working paper assigns the provinces all matters of social security, urban planning and housing, labor and business law and international agreements in such areas of provincial jurisdiction as education. Pierre Elliot Trudeau, an expert constitutionalist, believes the federal government should retain powers of balancing wealth between the have and have-not provinces. Yet he does not concede that a provincial government is in a more favorable position to administer welfare.

The Quebec community has taken steps

to broaden its economic development by establishing an Industrial Credit Bureau and planning an industrial research center. Intended laws regulating and up-dating agricultural credit and security, and amendments to the Labor Code would strengthen and stabilize the economic position of this province. Mr. Johnson has not called for absolute jurisdiction in this sphere, but he does wish and use freedom to forge any economic and financial tool deemed necessary for the growth of the citizens of Quebec. One may dispel fears that non-Quebec industry will be excommunicated, to the detriment of Canada and regression of Quebec to an agrarian society. An expansion of fiscal liberty appears to date, to be fairly well integrated with the national economy.

Constitutional Reform

In view of what Mr. Johnson says, the history of Canada points to well-defined, if not separate power as the basis for a successful federal-provincial relationship. It is often said that French Canadians in Quebec cannot be expected to entrust their social and cultural life to a government in which their representatives are a minority. You cannot expect progress without change, and it is generally agreed that constitutional reform is the most pressing need in this country. This indeed is a better solution than separation, which according to a Gallup poll, both French and English-speaking Canadians do not believe is an eventuality.

You cannot hold that the current cultural and economic measures will isolate and stifle Quebec. Today, one must accept a looser not a legalistic interpretation, of the BNA Act to match the pace set by Canadian society. Efforts made to preserve the French Canadian "nation" only indicate that Canada had been stagnating. To the broad-minded Canadians of this country, Quebec's up-dating means that one half of "les deux nations" refuses to live in the past. Can one Canadian deny another Canadian his right to improve his country?

OTTAWA OR

Views on Canada

NOTTAWA?

Eric Kierans

Eric W. Kierans, Montreal-born graduate of Loyola and McGill, one-time President of the Montreal and Canadian Stock Exchanges, and later, Minister in Lesage's Cabinet, has written a book with the all-inspiring title: Challenge of Confidence: Kierans on Canada. It has a pleasing blue cover with a nice little red and white maple leaf flag, which gives you a fairly good idea what one should expect inside.

Everyone nowadays preaches "Canadian Unity" and "positive nationalism" and, of course, Mr. Kierans is no exception. He is the all-Canadian boy, the "with it" intellectual humming CA-NA-DA.

But reading through his book, one gets the impression that he is putting on. To save confederation he refers to Francis Bacon, Bismarck, Heidegger, Nietzsche, Pasternak, Pasteur, Santayana, Sartre, Schumpeter, Tawney, Thorstein Veblen, Alfred N. Whitehead . . . to name a few (in alphabetical order).

Romantic Existentialist?

And throughout the first half of the book he preoccupies himself with an existentialism that has, in his opinion, opened new boundaries. He calls Adam Smith an "economic existentialist of the eighteenth century" and on one occasion begins a paragraph with: "Existentialism burst upon the Quebec scene . . ." This

By Ivan Pereira

romantic streak, almost dubious at times, tends to lead Mr. Kierans away from reality into a fuzzy vision of a new Canada.

For a man who has been around Quebec City for some time, for a politician who has been part of the so-called "Quiet Revolution", Mr. Kierans, one expects, would have an understanding of the grievances of the French-Canadian. One would have hoped that he express to English Canada the legitimate aspirations of French Canada. But he glosses over the French-Canadian - English-Canadian issue and deals more precisely with federal-provincial matters and Canada's economic relations with the U.S.

He firmly believes that monetary and fiscal policy, trade, external affairs and defense, are essential to a strong federal government, and that in matters of over-all economic policy the role of Ottawa must be decisive, that of the provinces supplementary.

A Seducer

Federal-provincial talks and "federal deputies" to represent the view of the provinces will, in his opinion, iron out the differences between the provincial and federal governments. This is an ad hoc way of doing things and it does not allow for real constitutional power for the provinces. It, in effect, amounts to seducing the provinces, especially Quebec, into a greater participation in decision-making while at the same time camouflaging the real power of decision.

Unlike Walter Gordon, Mr. Kierans is not a protectionist, though he embraces Gordon's idea of a Canada Development Corporation, a public institution to aid in the development of Canada. Free trade, he claims, will challenge Canadians to compete in the world market, to keep up with the technological advances. Mr. Kierans, one presumes, would reply to any doubting of Canada's capacity to successfully compete with the technology, the capital, and the economic aggressiveness of the U.S. with his closing lines:

"The Canadian challenge is a challenge of confidence - confidence in ourselves, our resources, and our national purpose. This is a confidence which, yielding to no external pressures or internal difficulties, will establish, once and for all, a clear Canadian identity."

Mr. Kierans' insistence on the decisive role of the federal government is a far cry from his direct letter of protest, as Quebec Revenue Minister, to the U.S. Treasury. His unenthusiastic admitting to a "redefinition of respective areas of responsibility and jurisdiction" is not akin to Premier Johnson's championing of new constitutional powers for Quebec. And one may note that the Quebec Liberal Party, in last month's manifesto, came very close to the position of the National Union.

Except for emphasis, style and subtlety, Kierans' political suasion is not altogether different from that which Mr. Trudeau allows us to believe of himself. One suspects that the gentleman from Notre-Dame-de-Grace would perform well in a Trudeau Cabinet.

Double-Think Diplomacy

by ROBERT PERIN

Bob Perin is the leader of the Liberal Club at Loyola. In this article he blasts the do-nothing, mealy-mouth policy of his party.

In recent months, Paul Martin, our esteemed External Affairs Minister, the defender of quiet diplomacy, has given his fellow citizens the impression that the direction of his diplomacy was assuming a new dynamic course. Canadians, he implied, (Mr. Martin never assets anything categorically) could expect a more independent life in their international policy. Thus, at the General Assembly of the United Nations, the Canadian delegation shifted from an absolute 'no' to an unmitigated 'maybe' on the question of the admission of the Peoples' Republic of China to that august body. Then, the honorable Paul Martin vigorously urged the United States to halt unconditionally the bombing of the Democratic Republic of Vietnam, while a government agency, the Canadian Arsenal Commission, shipped \$300 million of arms to America's war effort in South-East Asia. Has quiet diplomacy achieved, as has been claimed, the genuine expression of our interests in the international diplomacy?

Canada: Hand maiden

The essence of this school of diplomacy was really well summarized in the Merchant-Heeney Report which suggested that Canada should consult the United States on matters of foreign policy before enunciating her position. The ambassadors implied that with the use of discretion, our government would undoubtedly persuade the United States to alter or modify its course in an international situation. But with the implementation of this suggestion, the untrammelled expression of Canada's thoughts on international affairs would be stifled. Not only would she have to consult with her southern neighbor on matters of import but also modify her own foreign policy. Thus, her independence in international affairs is rendered useless.

Another danger attendant upon the acceptance of quiet diplomacy is the perilous recognition that self-interest constitutes the foundation of American policy. National egoism must be transcended when such extreme situations as Vietnam implicate a possible confrontation with China and thus jeopardize world peace. The duty of the international community to express itself forcefully on issues concerning problems of world-wide importance becomes imperative. Canada, as a member of the family of nations, must also exhibit a firmness in her positions. However, bound as she is to quiet diplomacy, she must be relegated to play the role of a passive spectator to international events, to whimper desperately and almost helplessly when she feels that the issue of world peace is being subverted. Why? She must make sure that she is not offending her close ally and friendly neighbor.

Yanks unchallenged

Furthermore, the policy of quiet diplomacy directly challenges the theory of world public opinion, which is the only real restraint that the international community possesses on the great super-powers. This powerful concept really implies the cooperation of nations around the world in the condemnation of actions which they feel will endanger international peace. It suggests that the 'big powers' can be shamed, cajoled, persuaded to alter their diplomacy by the pressure of world public opinion. But this result cannot be achieved if Canada and a number of other Western nations are bent on a policy of appeasement toward the United States. If they do not

challenge the actions of America on the world stage with strength and determination, then she will not alter her course of destruction and misery.

Because quiet diplomacy binds Canada to secrecy and discretion on international affairs, the discussion of such matters is delimited to a certain circle of people who 'know what they're talking about'. This smacks of the same condescending attitude which the State Department and the Pentagon have exhibited toward such dissenters as university professors. These were told that they not only demonstrated a naiveté in their approach to world problems but also that they lacked a real knowledge of events in Vietnam. Consequently, silence should be their position. Such a situation, which is not merely an illusion in Canada, can only lead to the most serious implications. International affairs should as much as possible be discussed in the open, the public must be informed and has a right to express itself on these issues. But quiet diplomacy can only frustrate such free expression.

Honesty required

Finally, it is my contention that this school of diplomacy is being followed by Ottawa not so much out of respect for our close ally but because of fear, fear that she will no longer bask in the sun of her good graces, fear that she will retaliate against us by some means or another. It is essential to realize however, that the most important attribute of friendship is honesty, that honesty that sometimes requires us to disagree strongly and firmly with our close friends on certain very important issues. Friendship cannot exist with hypocrisy and duplicity; friendship requires respect and equality. How can the Canadian government then have the temerity of claiming that it follows a policy of quiet diplomacy because of respect for our great ally? We cannot conceive of entertaining a truly genuine friendship with the United States if we constantly seek to modify our position in accordance with the whims of that great power. Do we have the courage to express our policy without any ambiguity in public or do we cringe at the omnipotent power of the United States and watch her impose her norms on an Asian society?

As a result of our adopting this policy of quiet diplomacy, we have tarnished the international reputation we enjoyed in the councils of the world which we acquired by our contributions to peace in the Suez crisis of 1956 and of our subsequent deep involvement in disarmament negotiations. But moreover, we have been forced to follow a policy of duplicity in those areas of foreign policy which coincided with the international interests of the United States, the reason being of course that we attempted to fulfill the two incompatible roles of a nation trying to adhere to principle and one seeking desperately to avoid the displeasure of the United States. However, it appears quite obvious that we failed in our twin aspirations.

China disgrace

Our China policy is a prime example of this Janus-like attitude. For years we have granted the Peoples' Republic of China de facto recognition by taking part in numerous commercial ventures with her; however, we have shied away from the logical step of diplomatic recognition because such a step would be badly viewed to the south of us. Recently we have fabricated the ultimate in fatuous excuses for the continuation of non-recognition, that is that China is in a state of anarchy. One would think that our

External Affairs Department were using Weekend Magazine as its ultimate source for material. Leading Chinese experts, Owen Lattimore being one of the more prominent, have stressed that the struggle now going on in China is not one between Communist forces but rather a confrontation between factions of the Chinese Communist Party, which although still proclaiming its loyalty to Mao-Tse-Tung, would like the revolution to slow down, and between the more militant group, which wants to prevent the bureaucratization of the revolution. The conflict is taking the form of a public debate, which explains the variety of wall posters in Peking. Since China's government is firmly entrenched, there is then no reason why the Canadian

government should withhold diplomatic recognition.

Our policy of duplicity becomes one of sheer hypocrisy as we turn to Vietnam. While we sanctimoniously urge an unconditional halt to the bombing of the North at the United Nations, our Cariboo jets are pounding that precise area with napalm bombs made in Canada. How can we then maintain our role of impartiality which our seat on the International Control Commission requires of us? Does not our stance in the international community appear to be 'Canada: the money-maker'. Canada seems to be most bold in her initiatives where money is involved but shows an alarming reluctance to engage herself in direct political action.

GOD SAVE THE QUEEN

by Danny Heffernan

Whenever "the Question" of Canada's national identity arises, our intellectual perverses rise to the fore with their pearls of wisdom. Canada, they say, cannot attain a unique national image until she abolishes the monarchy. Then their camp divides; on the one side are those who maintain that Canada is tied to the apron strings of Britain through the Queen, while the other holds that although Canada is independent of Britain, many countries are unaware of our independence, and in the long run, this is just as dangerous.

A sentimental defense of the monarchy, aside from being unpopular in today's cold and calculating environment would be wasteful, as there are far more substantial practical reasons for maintaining the crown. Primary among these reasons is none other than the dollars and cents factor: It is estimated that the maintenance of the crown in Canada costs our government approximately \$500,000 per annum. This amount is spent primarily in the salaries of the governor-general and the various Lt. Governors across the nation. Their salaries include the stipends of their staffs. Thus the abolition of the monarchy would, from this aspect alone, reduce government spending and have a small but multiplied effect on the Canadian economy. One must keep in mind that at no time does the Canadian government send money to England to support the monarch.

TAKE A PLUNGE

Should Canada decide tomorrow, to abolish the monarchy our stock markets across the nation would plunge into one of the greatest recessions since the famous Black Monday. The reasons for this are obvious. First: The change would cost the government countless millions, in reminting our coins and paper money; Second: The Queen is the symbolical head of the Commonwealth, by abolishing her we are, in effect cutting off our ties with that Commonwealth. This would cause grave repercussions in the trade field when Canada's exports are no longer given preferential treatment regarding tariffs. Third: Canada maintains very few (relative to her world position) embassies and consulates, but rather has England perform many of her duties for her overseas. With our abolishment of the crown and thus our connection to England, would she still be willing to carry the ball for us. If not, the cost to the Canadian government of erecting and maintaining these establishments would surely be prohibitive. Fourth: Unlike the presidential system to the south of us Canada is run under the parliamentary system. In the former, once the president is elected,

all parties owe allegiance to the office (present situation excepted). In the latter, this is not the case. Here it is the duty of the opposition to 'smear' the party in power and to try to unseat them. The allegiance then must fall elsewhere and normally it is on the head of state who is the Queen's representative. Without this common allegiance the system would be in definite jeopardy. Fifth: Canada would be forced at least to replace the traditional aspect of the Monarchy. In other words she would have to find someone in her own past to whom the people could satisfy their desire to pay homage. The United States has Lincoln and Washington. Perhaps we would have two as well. The obvious choice would be John A. MacDonald and perhaps Louis Riel. Has anyone bothered to figure out what a Public Relations firm would charge to elevate these two people to the relative status that Lincoln or Washington have, not to mention the problems that would face the firm of ridding the former of his charges of alcoholism and the latter of his reputation as a psychopath.

Does anyone honestly believe that the Queen really wants to be monarch? It is known that Elizabeth II, in her own right is the richest woman in the world. Excluding her nominal ownership of things like the crown jewels etc ... she holds title too, among many other properties, the richest and largest single block of real estate in downtown Manhattan. Those who defend the monarchy out of pity for the Queen herself would do better to take a stand against the crown and allow her to live as she would if the burden of office were not upon her shoulders.

A VITAL ROLE

If one's attack on the monarchy is based on present dislike for the job that Elizabeth is doing then shouldn't one attempt to abolish her rather than her position? The role a monarch can play is vastly underrated by many. Through the office of the monarch many diplomatic channels which otherwise would have remained shut to our ambassadors are left open. We mustn't cut off our nose to spite our face. We could, perhaps, insist that, in order to emphasize her role as Queen of Canada rather than Queen of England and ruler of Canada, that she spend at least three months of every year here for ceremonial purposes.

As a teenager approaches maturity he breaks ties with his parents but few if any go as far as to disown the parents. This in fact is a sign of immaturity. I find it hard to believe that Canada is so insecure as to have to break with something so harmless as the monarchy to prove that she is the monarch of her soul.

Entre Oui et Non

Il faisait une chaleur . . . une chaleur vaniérienne. Moi, une feuille impure et le sommeil qui me guettait.

Club français - promoteurs - administration - Club français - promoteurs - administration - admini - admi . . . (à demi) - ad . . . (le dernier mot est toujours anglais). Et puis . . .

Le soleil prit ma place. L'imposteur. Je me cachai derrière son ombre. L'alpiniste était là, entre les deux versants. Plus il descendait dans la vallée, plus la distance était grande entre les deux pics. Il suffisait de regarder le soleil en face pour connaître le raccourci. Les détournements, les ambages et les culs-de-sac étaient du côté de l'ombre. Je le sais, j'étais là suffoquant. Il fallait choisir un pic. On ne pouvait les escalader en même temps.

Je lançai une corde. Il voulut jouer aux Trapézistes. La corde faillit se briser. Il s'attarda à contempler les paysages environnants et à se mirer dans une eau qui fausse son image. Donnez-vous un élan, lui dis-je.

Vous êtes maintenant sur l'un des deux plus hauts pics. L'autre a disparu derrière mon ombre. Vous êtes sur le plus haut. Mais surtout n'osez pas descendre, l'autre réapparaîtra aussitôt. Il vous cachera le soleil. Vous n'y verrez que l'ombre, là où je suffoquais. Le courant de la vallée vous emportera; vous n'avez même pas de queue pour aviron. Le risque est trop grand. A ce moment-là, la distance entre les deux pics sera trop grande. Vous essaieriez désespérément d'en prendre un au lasso. A quoi sert d'implorer le courant pour qu'il calme sa fougue. Vous ne criez pas assez liquide-ment pour des oreilles d'eau. Plus vous parlez, plus il vous emporte. Plus il vous emporte, plus ILS s'éloignent.

"Réunion du Club-Français à 13:00 heures," on m'a crié à l'oreille. Si l'amitié fait partie du domaine onirique, les

amis parfois mettent fin à un rêve. Je n'ai pas rêvé. J'ai "rêvé". La solution c'est "révivre": une nouvelle création à l'exemple du père d'Adam. Que la lumière soit!

Et l'ombre fut.

"Parhdonn, me lança un escogriffe, y a-t-il rhéunion du Cloub-français aujourd'hui?"

Je regrette, nous avons déjà atteint le quorum. Desormais, il vous faudra une permission spéciale; et non pas de n'importe qui. Rédigez une demande et faites-la signer par un docteur . . . un docteur des études françaises. Il vous faudra peut-être payer une amende - en argent liquide - et en dollars québécois. Ce n'est pas tout. J'oubliais les notes. Il faudra nous prouver que vous êtes intelligent . . . par vos notes. Les professeurs sont là pour ça.

"Mais je sou en première année."

Pourtant vous parlez Français comme un Anglais de quatrième. Demandez à vos futurs professeurs vos notes futures. Rien de plus simple. On n'est pas docteur pour rien. Je suis sûr que vous reviendrez plus intelligent que jamais. N'oubliez pas, on "rêvit" à 13:00 heures.

Que l'homme soit! Et il fut. Mais il ne l'est plus, car il répète ce par quoi il fut conçu. Pour "révivre" il se refait sans cesse, et, sans cesse, il cesse de se refaire.

"Il y a eu 8 étudiants la dernière fois. Même pas une douzaine."

Whaddya want outta life

by Barbara Dressler

At that time, the abominable snowman, after a very long journey across the snowy peaks, arrived at a rather pretty town called Montreal. Now this town was somewhat different from those he had previously seen. He found theatres, exhibitions and music: all sorts of things to please his fancy. As he entered the town from the west, he passed one of their colleges called Loyola.

There, they are having an International Week all this week, sponsored by the African, West Indian, Chinese, Uke and Italian Clubs. On Tues., from 6-8 p.m., an international dinner in the East Dining Hall and on Wed. at 8 p.m., a variety show in the F. C. Smith Auditorium. \$1.00, at the door.

And as he proceeded further, he came to McGill University where the Savoy Society will present Gilbert and Sullivan's "Patience". This operetta is a swinging satire which attacks the pretentiousness and the folly of attempting to be part of the latest fad. "Patience" will be presented on Mar. 7,

8 and 9 at 8:15 p.m. at Moyse Hall, Arts Building at McGill. Tickets are \$1.75, and available at the University Centre Box Office, 3480 McTavish, or at the door. (two student tickets for the price of one on opening nite!)

And also at McGill, the English Dept. is staging "The Plebians Rehearse the Uprising" by Gunter Grass. This is a play within a play; an imaginative reconstruction of events surrounding the East German rebellion of June 17, 1953, and a rehearsal of Bertolt Brecht's adaptation of Shakespeare's "Coriolanus". The performances will be held in Moyse Hall on Feb. 29, Mar. 1 and 2 at 8:30 p.m. Tickets are \$1.50 and 2 student tickets for the price of one on Thurs. (for reservations call 844-6311 ext. 1670)

And then he came to Sir George Williams where the Concert and Drama Series presents the Montreal premier of Foss' Echo: a novel interpretation of music, on Mar. 1, 8:40 p.m. in the Alumni Auditorium, Hall Building, Maisonneuve and Bishop. Tickets \$2.50, students \$1.00.

C'est plus qu'une demi-douzaine tout de même. Le "moins" est devenu "plus", et je suis soulagé. Mathématiques, merci.

Que la distance la plus courte entre deux points soit la ligne droite ou autre chose, ceci concerne une malheureuse minorité. Que la distance la plus courte entre deux points soit la ligne droite ou autre chose, ceci concerne une malheureuse minorité. Que la distance entre deux êtres ait la longueur de la haine, j'en conviens. Mais qu'après des années d'effort, pour rapprocher quelques difficultés, les confondre, les emballer le plus éloquentement possible, prendre soin de bien étiqueter le colis et ensuite demander à la Balance de nous en signaler le poids, nous soyons trahis par les oscillations isochrones de son indicateur, c'est d'une injustice . . . mécanique.

CLASSIFIED

LOVE NOTES, POISON PEN LETTERS OR STRAIGHT SELL, THE CLASSIFIED IS YOUR MEDIUM TO LAUNCH MENTAL MISSILES. REGULAR FEATURE. MINIMUM 75MC * 15 words.

LOST

Pair of glasses, near Drummond Building - Sherbrooke vicinity. Visibility so bad without them can't recognize boyfriend. Please return to Lost and Found or drop at the Review office.

LOST

My head over you in leap frog contest. You know who I am. Don't ignore.

LOOKING

Anticipated package of "Pacem" has not been received, needed desperately. Spiritual reward. Apply NEWS office. Mike.

LOST

Song folder on bus at Mount Habitant. Please return to: Tel. 279-2261 (after six).

PERSONAL

My dad says you're a bum. Betty.

PERSONAL

Bless his lechrous heart. Jim.

THANKS


Nimble fingered Shirley and Valerie for work in the face of curfew. Tired NEWS writers.

APINETTE

© DANKEER



Lappy ponders a placid pecuniary porker.



Lappy envisaged the delivery system as a private deal.



We hope that she is not overly upset by our proposed modification.



bank of montreal

did we ever tell you the story of how our lapinary compatriot tried to talk us into a special delivery system?

well, lapinette likes the idea of piggy-banks, because there is something human about a piggy. so she proposed an arrangement where we would mail your cancelled True Chequing Account cheques back in pigs.

kind of a homey touch we had to admit.

well, goodness knows, we try. so we have decided to give it the old campusbank run-it-into-an-account-and-see-if-it-earns-any-interest.

but we have to modify it a bit, because there aren't enough pigbanks to do justice to lappy's scheme. but if our plan works out, you can sort of pretend.

but it all hinges on our succeeding in talking the royal mail into painting their trucks pink.

campusbank

HOME FOR WANTED MONIES & LOANS

This is a Column

by Pooh, Krelm and Bob

Did the trees die, or are they just naked?
And anyway who cares?
Our love or lack of it hasn't impeded Spring yet.
Extramental reality proceeds unaffected by humans' inhumanity or does it?
Love is just a word, no meaning behind it or no?
Your individuality I cannot touch by my selfish loving, by my selfless giving or can I?
When materialism is nonexistent, especially with a spring feverish madman even if it is winter

*And people keep asking why people don't love?
But do the interrogators love?
When they want fulfillment they can get it in solitude or can they?*

And do my words make it stronger,
my actions construct a completer reality
or just a greater consciousness of it?

(make my monarch mad to shatter horrible shades of unreality!)
of that beautiful reality we dreamt of and then made
So oceans do not separate, nor death nor time

*I've written many melodies but through all the songs that my bones suggest, that the world suggests, play these themes:
The necessity of writing That Song of Singing it of giving it without force, of taking others' songs without greed
Silence and Overbearance are both forms of suicide: The reeds are delicate.*

Sure I could survive without your laugh
But who wants to just survive?

The epilogue is failure

"Give to me the reed and sing thou!
Song imparts to Soul a Will,
And the plaint of reed remaineth When the suns are dark and still.
Give to me the reed and sing thou!
For song is Immortality,
And the plaint of reed remaineth After the joy and misery."

The stuff that strikes sky-dwellers deep.

SIGNOFF

LINES IN MY WIFE'S SIXTH MONTH (on the celebration of corso's 'marriage')

by TOM PASKAL

But do I want to be a father? Do I want to be bald?
Above all I wanted to be
a gatherer of goldfish feathers,
a collector of penguin dust,
an inspector of fire extinguishers
(like Robert Friend).

I wanted to spend
One celestial night of sensuality with C. P. Cavafy
and wake to find Walt Whitman waiting
to take me on a tour of the docks.
And I wanted to write my memories of Eugene Rapa-
port
on scraps of rain drops,
scrapping the Great American Novel
which was to have leaped from my
reminiscences of early childhood
recollected on the toilet seat.
And I wanted to go to Guadarrama
and find my Uncle Pedro's leg
and mail it to him wrapped in Goya's most gruesome
scenes
printed on glossy Museum of Art postcards.

Rots of Ruck.

One fast fuck,
And I am a propagator of the specious
species.

But do I want to be a father? Do I want to be bald?
Do I want to be bothered with

diapers
rashes
colic
croup

prickly heat, heat rash, rickets, scurvy, ec-
zema, impetigo, roseola infantum, gonococcus infec-
tions; and God knows what else; a cross-eyed kid who
cries while I play Bach
and confounds my cosmic communications with
the shade of Uspenskii

for a 2 a.m. feeding?

A running-nose brat,

Fat,

Lover of Batman, hater of poetry?

Nay, I say, a pox on all that and,
yet,

Picture: It is spring,

and the hills are singing where we spread our picnic,
and he wraps a velvet-small hand around my finger,
voice vibrant with wonder, asks,
"Why is the sky blue, grass green?"

And I, Thomas S. Patriarch, paternal wisdom incarnate,
I reply:

"Diana had fallout fever, wisdom teeth,
the cows are playing voluptuous violins."

Or, perhaps, imagine winter,
I before the fireplace reading,
My wife knitting little things,
together tiptoeing to the crib
to gaze enraptured on the essential mystery of things,
full of love,
full of awe,
full of shit, For it won't be like that at all.
It will be Montreal in the dreary wet-cold,
one old room for the three of us,
(and never enough heat in that)
and no dough for the grocer,
the butcher, the baby doctor etcetera,
and my wife screaming at me to Find Work,
and baby screaming at me to Grow Up,
and neighbours screaming at me to
Stop Doing Rain Dances on the roof of the
apartment.
And no time to practise alchemy, or even,
simply,
to lie back and dream.

Do I want to be a father? Do I want to be bald?
And what kind of father should I be?
Should I gush and gurgle at his every burp?
Should I ooze security,
preach responsibility,
buy a papa chair and pipe
and underSTAND
when he hand paints on the power lawn mower?
Or should I paste obscene pictures
on his crib;
read him Rimbaud instead of Grimm,
Inspire him to incest, visions variancy,
prophecy, ecstasy, lust;
scribble on his piggy bank
"In cancer rot we trust",
or nursery rhymes like
"Elephant, elephant on the wall
If you were God there'd be no fall",

Better just to take off.

Just leave him a few books and a scrawled note:

"Have a nice life, kid, Have a ball".

That's what I should do. And would do if I could do
but can't do for if I did do I would
just sneak back years later,
disguised as the electric meter reader,
needing to know if he looked like me
and treated his mother respectfully.

Jerusalem 1963

INTERNATIONAL WEEK

By MAUREEN McKEOWN

Loyola's ethnic societies are currently sponsoring an International Week to rescue Loyola students from the pit of cultural bigotry and indifference.

An international exhibition is being displayed throughout the week in the Guadagni Lounge. The Chinese art exhibition which was presented before Christmas is again on view, and includes paintings by a Loyola student, Frank Chow.

For internationally and everlastingly famished students, there will be a supper today with the entree, main course, and dessert being Italian, Ukrainian, and West Indian respectively.

For those students with interests of a less basic nature, a variety show will be held, with Chinese, Italian, Ukrainian, and West Indian folk-groups performing.

The World Federation of Canada is to present a seminar on Thursday and the week will finish with an international dance. The detailed schedule for International Week can be found UNDER THE TOWER.

The ethnic societies play a significant role on campus, primarily as home base for the foreign student who might find the first few months of his stay in Canada strange and uncomfortable.

The West Indian Society even goes so far as to meet its prospective members at the airport in its eagerness to facilitate their assimilation into the student environment. This society as well as the Chinese Students' Association achieve their goal by means of group ski trips, picnics, dances, and best of all - dinners!

The groups are, or should be, a means to safeguard the heritage of those Canadians of diverse nationalities, and not an excuse to form national cliques on campus as they have often done in the past. Cultural projection should be an essential goal, and International Week promises to achieve this end.



INTERNATIONAL WEEK: PROGRAMME

Feb. 27th International Supper 6:00 - 8:00
Italian - Entree
Ukrainian - Main Course
West-Indian-Dessert
\$1.00 east dining hall

Feb. 28th Cocktail Party for invited guests
VANIER LOUNGE

VARIETY SHOW. 8:00 o'clock
F. C. SMITH

\$1.00 tickets at door.

Feb. 29th The World Federalists Organization of Canada

presents a seminar VANIER AUDITORIUM

Today and Tomorrow

Details Page 5

March 1st International Dance
Dance Hutchison and Fairmont.

Throughout the week the Exhibition will be going on in the VANIER LIBRARY.
between 9:00 A.M. - 10:00 P.M.



RADIATING THE SELF-CONFIDENT JOY OF THE JUST, the International Week committee poses

Vietnam Demonstrators to be Tried

The 46 anti-Vietnam war demonstrators who were arrested last Nov. 17 will be tried today.

The 46 were arrested for illegal assembly while demonstrating outside the U.S. Embassy.

MONTREAL (APENP) - Le procès des "46" a été reporté au 27 février prochain. Les "46" qui avaient été arrêtés le 17 novembre dernier à la suite d'un affrontement entre la cavalerie de la Sûreté municipale de Montréal et les participants à la manifestation de solidarité en faveur du Vietnam.

Une accusation d'attroupement illégal avait été portée contre eux et leur procès qui avait déjà été remis au 12 février a été reporté à nouveau. Rappelons, en passant, l'équation de l'inspecteur Toupin de la SMM: "Un cheval peut remplacer vingt policiers".

Peace Vigil stopped

FORT JACKSON, S.C. (CUP-CPS) - A peace vigil, which soldiers at an Army training center here had planned to hold this week after Army officials called one off last week, failed to materialize Tuesday evening.

Fort Jackson officials, meanwhile, have announced what is being done with the five men who were arrested when they tried to hold a peace vigil at a chapel at the fort last week.

Pvt. Paul Rosenberg has been convicted of being absent from duty at the time when the vigil was to be held. He has been fined \$90 and restricted to his company's area for 45 days.

Two other soldiers, who were arrested after they knelt down in front of the chapel and refused to obey an order to get up, were originally faced with summary court-martial. They have appealed the proceeding, however, and the Army is reviewing the case.

Cinema '68 a Success

by Jim Groulx

The McLuhan Happening sponsored by the Communication Arts Department, while not setting any attendance records, was nevertheless a critical success. Mike Ryan, chairman of the festival, described it as "a major contribution to the McLuhan communication concept."

The programme could be termed a "teach in" with three of the films dealing with McLuhan's ideas on the audio-visual education process and its effect on society to come. The "Death of Print" which was embalmed and exposed in the foyer, was a strong sub-theme clearly evident to the audience in all the films shown.

A minor difficulty arose when the Ontario film - "A Place to stand" - due to a mailing mix-up, failed to arrive in time for the Thursday night opening. A substitute film "Movin'", obtained through the efforts of Mr. Hond of C.N., was shown in its place.

The festival itself was the beginning of a series of events which were planned in conjunction with the opening of the Bryan Building on Sunday.

Play It Absurd

By ANDY ZMIJEWSKI

Rebounding from a maligned first term production, the Drama society is socking back with the Theatre of the Absurd.

Society vice-president Bob White announced yesterday three one-act plays will highlight their second term effort.

Spotlighted will be Albee's 'The Sandbox', 'The Man in the Bowler Hat' by A. A. Milne and Lawrence Ferlinghetti's 'Soldiers of No Country'.

The productions will run for two days, April 2nd and 3rd.

Haig Gibson is production co-ordinator for the three-play workshop.

The first play, 'The Sandbox', was written in memory of Albee's grandmother. It essentially deals with the problem of communication - between older and younger generations. Fourteen minutes in length, it will be directed by Mrs. Gail Valaskakis of the Communications Arts Dept. Paula McKeown will hold the lead role, along with a cast of five other characters.

"The Man in the Bowler Hat" is an absurdist play dealing with apathy. It was the source for Pirandello's "Six Characters in Search of an Author". Under the direction of Mike Hart (Love Me Love My Dog), the play will be the longest of the three, lasting thirty minutes.

"Soldiers of No Country", comes from a group of plays known as "Unfair Arguments with Existence".

Ferlinghetti, an avant garde New York poet and playwright, questions the idea of existence as he searches for a new definition.

The play is being produced and directed by Don Mitchell, the new president of the Drama Society.

The second term is to be a "workshop type of thing", the productions are "on the brink of the absurd type ... modern ... dealing with questions relevant to man", said White.

Cast so far: Paula McKeown, Hannah Grant, Bob White, Roger Dussault, Paul Monty, Rosalie Shewchuk, Ted Siemienski, Pat Tibodeau and Linda McKenty. Rina Fraticelli is handling publicity.

The productions, though of simple scenery, still require as much help as possible, and anyone interested is asked to contact the drama office.

Perch-in Steeple Style

ROME (CUPI) - Church steeples have traditionally been the home of birds.

But in Rome "the birds" are three architecture students who have spent two days on top of the 145-foot St. Ives Chapel steeple to protest the need for reforms in their university.

The three climbed the steeple Monday (Feb. 19)

They threaten they will follow the example of their name-sakes and fly off the tower if any guard or policeman approaches them.

Police gave up after several attempts to persuade them to come down, predicting the three would soon give up from hunger and cold.

The GREEK WAY

with MIKE GILLIGAN

There are four social fraternities on campus, you've all heard of the celebrations of Sigma Delta Phi, Delta Epsilon Rho, Theta Sigma and Tau Kappa Epsilon.

In January of last year the four created the Interfraternity Council - IFC, by which all activities and discussions between the fraternities are handled.

The LOYOLA NEWS is permitting the fraternities to express themselves through this column, a definite change of attitude from previous years.

Carnival time saw the competitive spirits of the fraternities reach a new high in the Ice Sculptures Theta Sigma copped third place, while in the Dog Sled Race, the huskies of Theta Sigma took first place and 480 ounces of Lamb's Rum, with the SUPER FRATMEN of Sigma Delta Phi coming in second.

Also notable at Carnival was the great number of Theta Sig's on the Carnival Committee.

Teke (Tau Kappa Epsilon) took the hockey title last Friday 4-2 over Sigma Delta Phi for the IFC championship. IFC has many sporting events throughout the year including touch football, broomball, and basketball. Coming up in the fall will be a new addition to the campus: chariot races.

Fraternities have been depicted in many ways on this campus and usually not exactly complimentary. Yet the ones carrying the banners, ringing the bell, banging the gong, working the Squak Box at games are these horrible fratmen. Just can't seem to understand it.

Carnival at Sir George brought ideas to keep the rivalry going between them and Loyola. A couple of girls were told to find out where the bell was at Loyola. They got Theta Sigma's address and bright and early in the morning, two sleeping Theta Sig's were awakened by twelve Georgians, of the usual gorilla type. After a little scuffle, the bell was hauled off to the Sir George Carnival Parade.

A number of the brothers, when told of this, jumped into cars and headed downtown. They walked into the lobby of the Henry Hall building, stepped up to a security guard, told him they were from the carnival committee and walked off with the hockey trophy to be given at the night's game. Next they went to the parade and after unsuccessfully trying to get the bell back, they picked up two of the Georgian cheerleaders and brought them out to Loyola.

From 2.30 in the afternoon till 7.30 at night negotiations went on till the student association at Sir George brought the bell back to the Theta Sigma apartment and humbly picked up their trophy and girls. Loyola scores again. Too bad though, that the bell was cracked in the process.

Each fraternity now has an apartment or house, with better arrangements to be made for next fall. The college has been helpful in this respect, with the idea of a fraternity row not really an impossible dream. The IFC Housing policy, to be drawn up by this April, will help the administration to decide on what it will do, if anything.

Spring is the time for lots of activity in the final rush before Exam slowdown. Theta Sigma and Teke have plans for formals within the next while, Delta Epsilon Rho has a Sugar-Off Party planned and Sigma Delta Phi is going through the many steps before the final confirmation of its installation into Phi Kappa Theta.

If and when Sigma Delta Phi affiliates with Phi Kappa Theta, it will mark the second international fraternity on campus - the first being Tau Kappa Epsilon (formerly Kappa Chi).

Fraternities are active, self-supporting organizations on Loyola campus. Don't confuse them with the frats on other campuses. Look around you at the next hockey or football game you attend. You'll be surprised at what you'll see.

SPORTS SURVEY

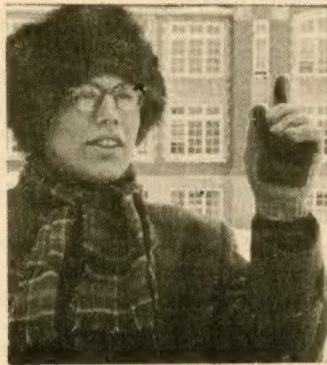
by Jay Friell and Ben Phagian



JIM McNAMARA Arts II J. V. Hockey
I think all Varsity teams should be abolished. But seriously come on in, have a seat, and we'll discuss it further.



PETER VICKERS Arts II
Second string Varsity manager. I think they are great in many aspects but lacking in quite a few that will be remedied with God's help. I'd also like to say hello to my mother, my father . . .



STEVE SANDERSON Engineering II Varsity Hockey
Everything is just great here! They really do a great job. But, the only thing is the coach never lets me bring my ashtray with me, and you know it can get pretty lonely on some of those road trips.

JIM BROSEAU Science II, Intramural Badminton
Tremendous, tremendous - another example of man's inhumanity to man. Brawn over brains any day! I'm in science myself.



CHRIS BYRNE Arts II
Typical fan. It's a good way to get our young men away from me, I mean off the streets and into the gym.



YALONDE MILLETTE Arts II
You can have your athletics. I've got my pride. An athlete is only as good as his coach or something.



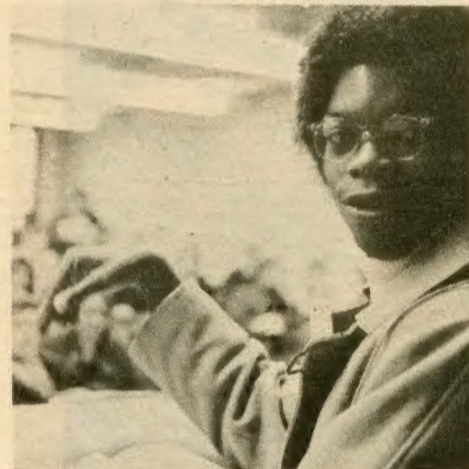
BRIAN NEVIN Arts I Sports Editor
Why ask me? What do I know about sports? Go away, I'm busy writing an article.



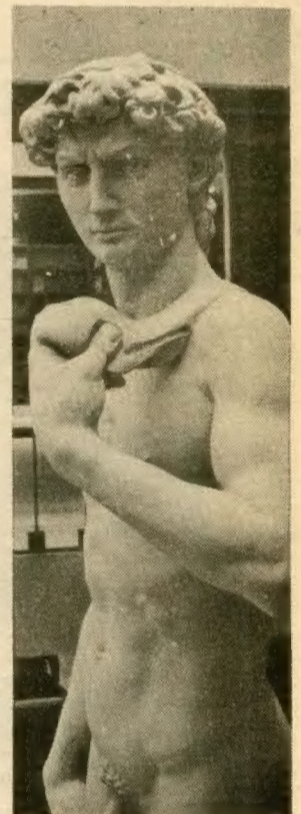
DEAN SHEARER Commerce I
They give me great help with the trouble makers, when I can't solve their problems I send them over to Ed or the RCMP.



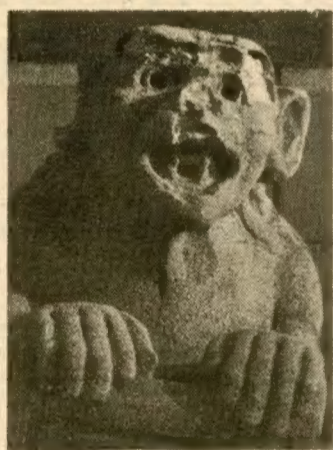
ED NEWTON Arts I (for the second time)
Well I don't have much time to follow sports myself, as I have my hands full keeping the Varsity hockey team happy.



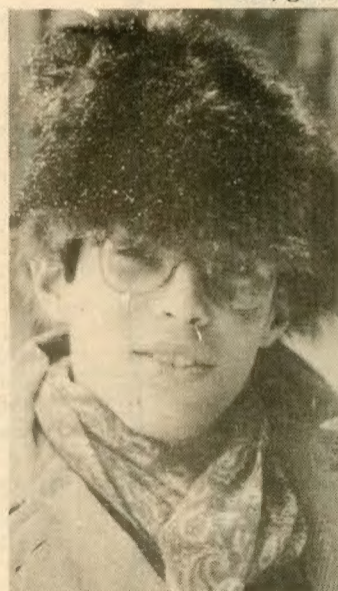
JIM IVY Arts I Varsity Basketball
You've caught me so out of position that I don't know WATT to say. So I won't say anything. Hey look! Ah, got him, got him. . . .



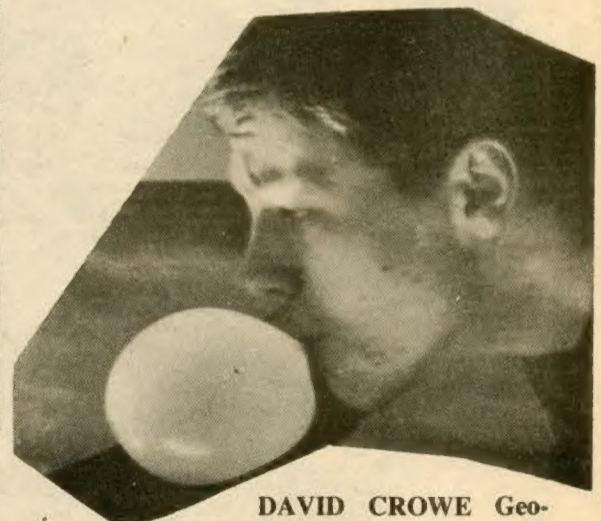
DAVID
Well you've caught me with my pants down, "no comment"



SILVIO ORLANDO Arts II Chauffeur
Non so niente. Buffo calce taberwoof mi siacia contare. O solo mio. And furthermore nevertheless for my third point . . .



MICKEY ENRIGHT Arts III Ex J. V. Star
Exercise of the body is just as important as exercise of the mind. Do your calisthenics and you'll look good just like me.



DAVID CROWE Geotechnical Science IV. Assistant Sports Editor
I agree with Brian all the way.



JENNIFER CANN Arts I Soprano
Dahling! I think all those big handsome athletes are just divine. I am just so instontiated at the whole affair.

Cagers Boast Undefeated Season

Warriors - Storm Snakepit

Lennoxville, Que - The basketball Warriors were lured into the Gaiter Pit Friday night, and escaped with a decisive 101-81 victory to wrap up their first league championship. The cagers went on to defeat Sherbrooke Vert et Or in a Saturday afternoon fixture to close out an undefeated season.

Friday night's game was the big one for the Warriors and they won it in convincing fashion before a partisan crowd of Bishop's supporters.

There is no doubt that students at this, Quebec's smallest university are the hairiest fans in the O.S.L. The Gaiters play in this gym which is the last real snakepit in the league, before a crowd of absolute basketball maniacs. Over four hundred, (out of a student population of 800) packed the gym to see their beloved Gaiters search for their second league championship.

The fun started early.

As the Warriors took the floor for their pre-game warm-up, two clowns cleverly attired in American flags rose like some kind of wrathful god from their perches at one end of the floor. They pranced around to the accompaniment of raucous cheers from the crazed fans. There was a sudden blooming of signs around the gym, casting aspersions on the national origin of the hoopsters.

With the start of the game, and evidence of Loyola's superiority, however, things soon quieted down. Peter Phipps, the hot-shooting guard was the big offensive noise for the cagers. Phipps hit for many long jumpers over his check and seemed able to score at will. With a great display of shooting, the Boston native hit for 27 points to lead the Warriors.

John McAuliffe continued his excellent play as he

displayed some nifty moves to hoop 20 for the cagers. McAuliffe was a going concern all night grabbing many rebounds and making good on his opportunities to score. When McAuliffe tired, as he is apt to do, Gene Lawrence came on to play a fine game showing good desire as he fought for rebounds against the taller Pete Munzar.

Perhaps the biggest news on this Friday night was the shooting of the Warriors. All ten men hit the scoreboard as the cagers gunned the Gaiters out of the gym.

It was absolutely unreal. The hoopsters fired a fusillade of shots from all over and hit for over 70% in an awesome display of scoring power. In the later stages of the game, the Gaiters exhibited a shell-shocked appearance as a barrage of shots routed them.

COURT JOTTINGS: The Warriors took the city crown Tuesday night as they won handily over the McGill Redmen, holding ace Steve Hurley to only 7 points . . . crowd favorite Joe Zagancyk, the original hard-luck kid, played well against the gaiters as he hit for 8 points . . . Earl Lewis awed the crowd with his jumping ability and managed also to score 15 points . . .

Loyola hosts C.F.L. elite

Coaching Clinic proves success

By DAVE CROWE

Saturday, February 24, 1968, marked the end of the third annual Loyola Football Coaching Clinic. The clinic was comprised of two sessions of instructions being held on the 17th and the 24th of February in the F.C. Smith Auditorium.

This clinic offers one of the finest coaching courses ever held in Canada, being specifically designed for those men and boys coaching the minor league teams of Greater Montreal. These may include the park leagues as well as the high school divisions.

The courses were well worth the \$60.00 group tuition fee as they offered such guest speakers as Ralph Sazio, Kay Dalton, Frank Clair and Leo Cahill, the four head coaches in the Eastern Football Conference of the C.F.L. Included in the instructing staff were Loyola's own football elite. These, of course, are Ed Nowalkoski, George Dixon, Peter Kondos, Sam Etcheverry and Robert Lincoln. Mr. Tex Coulter of CFCF Radio was also on hand to teach the coaches the art of "Pass Protection Blocking." Mr. Ed Enos, capable organizer of the entire clinic, had a very impressive schedule of topics outlined for the student coaches. After Mr. Enos had welcomed the audience, Mr. Nowalkoski, Loyola's Trainer, spoke on the "Prevention and Treatment of Athletic Injuries." He was followed by Loyola's offensive backfield coach, Mr. George Dixon, who enlightened his class on the "Teaching of Fundamental Techniques to Running Backs" Ottawa Roughrider Head Coach, Frank

Clair, was next in line and he discussed the interesting subject of "The Development of Canadian Talent."

One of best pass protection blockers ever to play in the C.F.L., Mr. Tex Coulter, was first to the podium to teach his specialty following a lunch break.

Following Mr. Coulter was Toronto Argonaut Head Coach, Leo Cahill who instructed the coaches on "How to make full use of all the opportunities which Canadian rules allow for in devising your offensive attack." Thus concluded the agenda for the first session of the clinic.

The second session, held Saturday, February 24th, was opened by Loyola's Assistant coach, Mr. Peter Kondos, who instructed the audience on the "Teaching of Fundamental Offensive Skills." Mr. Sam Etcheverry, quarterback and receiver coach for Loyola, spoke next on the "Fundamental Teaching Methods to Accelerate the Development of Your Quarterback." The Head Coach of the 1967 Grey Cup Tiger Cats, Mr. Ralph Sazio, followed with a discussion on "Fundamental Defence - Ti-Cat Style."

Mr. Robert Lincoln, Loyola's Head Coach was the first afternoon speaker following a lunch break. He spoke on "The Complete Kicking Game." The grand finale was left in the hands of Mr. Kay Dalton, Head Coach of the Montreal Alouettes who delivered an interesting speech on "Modern Scouting Methods and Fundamental Offensive Skills."

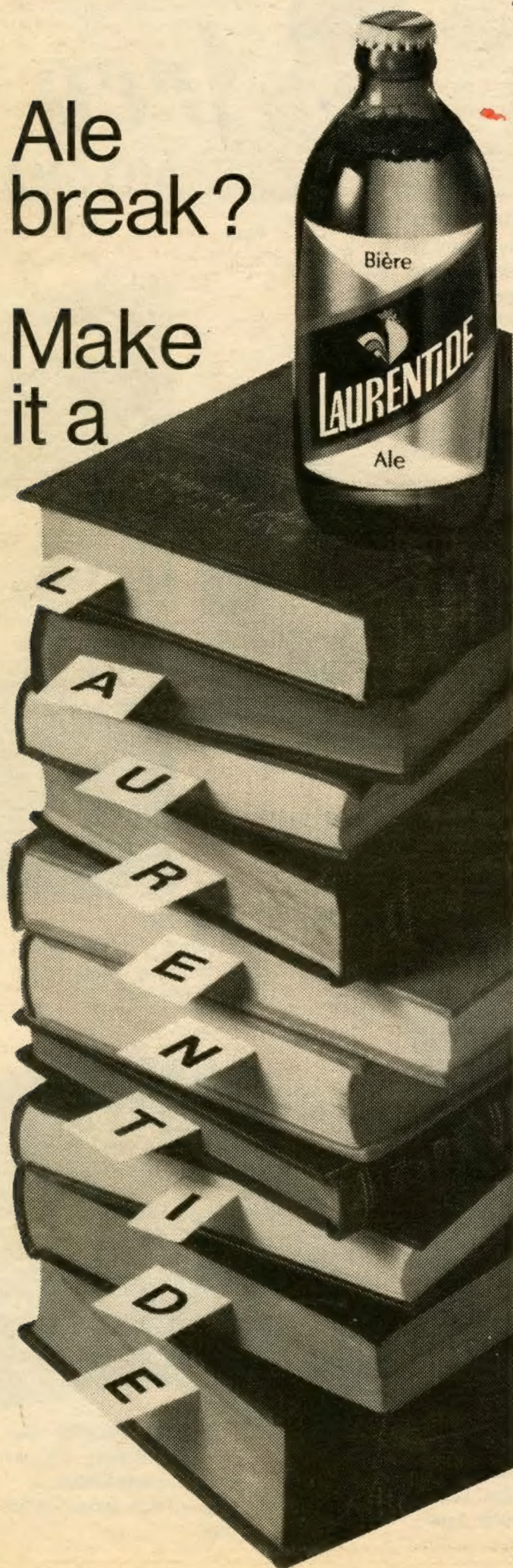
SIR JAMES DUNN SCHOLARSHIPS IN LAW tenable at DALHOUSIE LAW SCHOOL

Seven Scholarships - \$2500 each

may be awarded to Male students, who are Canadian citizens, entering the first year of the course leading to the Bachelor of Laws degree at Dalhousie University. The Scholarships are renewable for students attaining a first class average and standing in the top ten of their class.

Successful applicants must have a declared desire to study law, must have shown evidence of outstanding academic ability and must possess in the opinion of the selection committee the qualities needed for the attainment of distinction in the legal profession.

Candidates are invited to apply to
the Dean, Faculty of Law,
Dalhousie University,
Halifax, Nova Scotia,
not later than March 30, 1968



Wrestlers fare well in O.S.L.'s

BY BRIAN NEVIN

On Saturday February 24, Loyola hosted five teams for the OSLIAA Wrestling Championships. At this tourney Loyola made its best showing of the year, taking a first, two seconds, a third, and a fourth. However their spectacular show was not enough to overcome the powerful R.M.C. team who had a combined total of 70 points. The matches which took place in the gym, lasted from the weigh-ins at 9:30 until the finals at 3:30.

The highlight of the afternoon commenced when Loyola's Doug Maliff battled R.M.C.'s heavyweight. From the start R.M.C. piled up a great number of points, as Doug made a few basic mistakes. About half way through the match, Doug, probably due to the strain, Doug became a bit woozy. After a minute or two and a quick drink of water Doug was back in there battling, and it wasn't long before he was able to command the R.M.C. brute. After a series of cool and calculated moves Doug had coerced his opponent into a basic position by which he was able to pin him. At one point in this tense battle the R.M.C. man was able to muster enough strength to free himself, but Doug's alertness enabled him to capitalize on this circumstance

and when the cadet made his move Doug pinned him.

Loyola's John Carten finished a close second to R.M.C.'s Beswick, in a hard fought match, however as time pressed on Carten seemed to wear out quickly, and Beswick took advantage and pinned him. Sir George's Rubin defeated Loyola's Garber and took a first place. The match was close on points and extremely exciting. At any one time it looked as though it could go either way, but unluckily enough Garber tripped and this proved to be his downfall. It took the Sir George man only 2:38 to capitalize on this quirk of fate.

Bearded Vic Levy acquired third place in his weight class, but only after a tiresome struggle. Vic outpointed C.M.R.'s Robilliard after a great comeback. With two minutes left in the match Robilliard led 9-6 in points. With this in mind Levy poured on all he had, and finally obtained three points for a reverse and an attempted pin, thus evening up the score. With only 20 seconds left in the match Levy again obtained a reverse and took over the lead which he was able to hold until the end of the match.

Tommie Talk

The Tommie philosophy

BY KATHY MAHONEY

WAC elections will be held on Thursday and Tommie has been doing an introspection. She has changed her name for she is growing up and is no longer trying to be like the guys (Tommy) but to adopt some of their aspirations to her role (Tommie). Idealistic, she looks beyond the bulging-muscle identity of athletes to the Pyramid of Success (John R. Wooden) and sets her goals. Tommie is in sports because she cares.

As a competitor, Tommie plays to win, not to outdo Lewis or Lowe; but to enact her realization that she, the team, and the game are important. She can be heard to say, "I don't care if we do lose, it's a good game." This spirit extends itself to Tommie the fan.

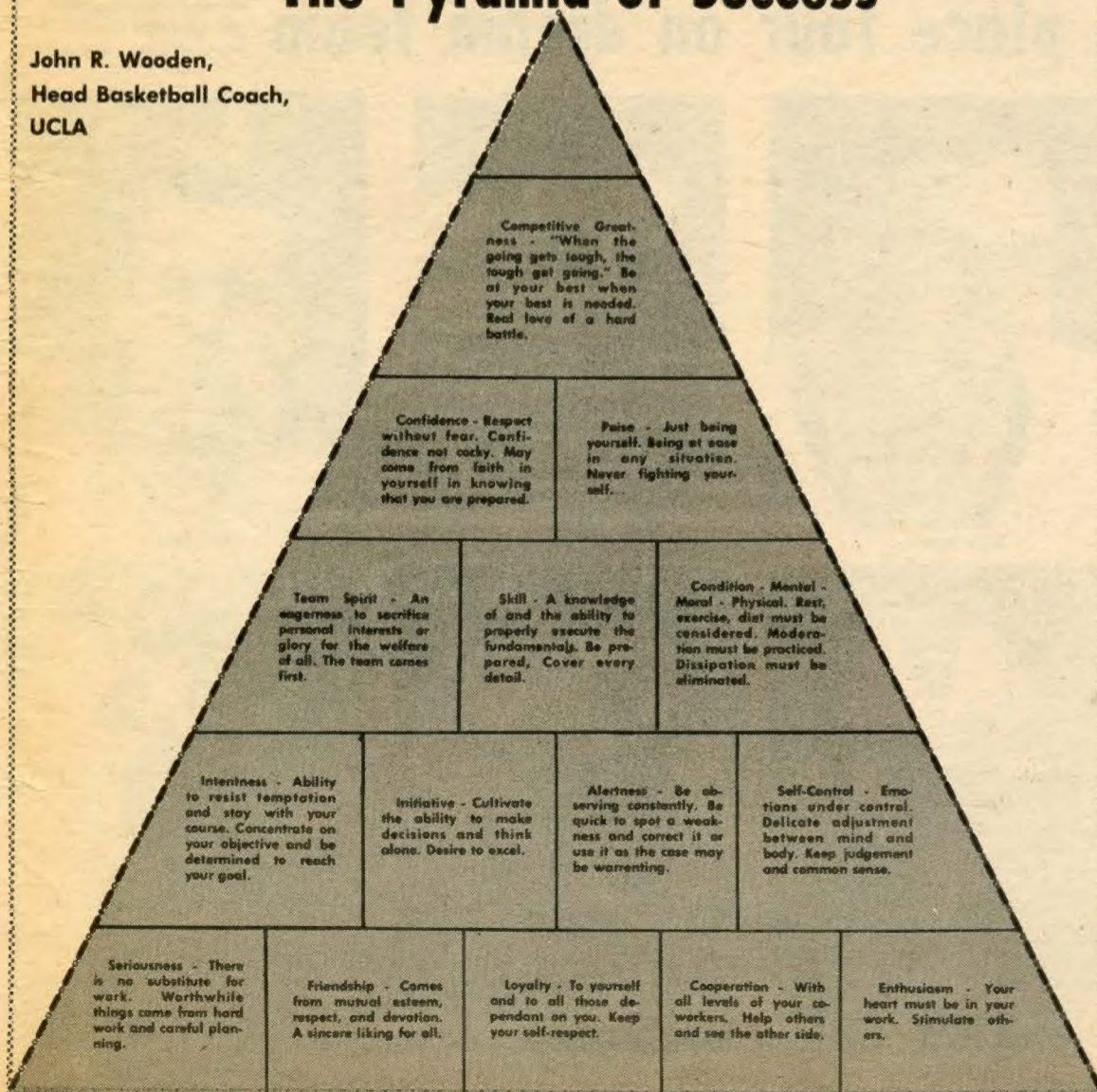
Tommie is an enthusiastic team supporter. She attends sports events from JV football matches to Women's hockey games with the

same interest and concern which she exhibits at a male varsity game (with her boyfriend seated next to her.) She is aware that desire to win is a communicable disease and that her presence can make a scoring difference, thus contributing concretely to the team's success.

If you cannot now identify with Tommie, this week holds many opportunities for growth in her spirit. The male Varsity basketball team will be going to the OSL playoffs March 1 and 2 at Carleton and our hockey squad will meet their playoff rivals here on the same dates. Attend the rally for them, attempt to travel to Carleton (arrangements have been made for a March 2 bus, contact Joe Manzoli, 482-2510 or myself, 487-1376), and vote for the officers of the Women's Athletic Council. Tommie may be an athlete according to Wooden but she is still a woman for she cares.

The Pyramid of Success

John R. Wooden,
Head Basketball Coach,
UCLA



PLAYOFF HOPES HIGH

Ice Braves runner-ups

By FRANK SHAUGHNESSY

The Loyola Braves dropped their final game of the regular season 5-2 to University of Montreal last Thursday evening. As a result of this, the Braves find themselves relegated to second place in the City Intercollegiate Hockey League, three points behind U. of M., with a record of nine wins, two losses and a tie.

Thursday night's contest was a hard fought one, and the score was not really commensurate with the play of the two teams. A few bad breaks to the Loyola netminder, and some excellent play on the part of his counterpart at the opposite end of the rink, resulted in U. of M. staving off a concerted Loyola attack in the first half of the game. By this time, Montreal had managed to pump in three relatively easy goals, whereas the Loyolians were hard-pressed in managing to make the red light blink just once on their behalf. Mike Thomassin was the lone Loyola marksman who broke the Braves famine.

It may easily be imagined that the moral of the Loyola squad had deteriorated to a large extent by the beginning of the third period. U. of M. seemed to realize this, and capitalized on the knowledge. Keeping the Braves hemmed in their own end of the ice, Montreal managed to put two more counters on the scoreboard before Loyola finally replied with a goal by Gerry Labelle in the closing minutes of play.

The Braves may soon gain a chance for revenge, though. Playoffs begin this week, and Loyola will be pitted against Vaudreuil Tech. in the semi-finals at Macdonald College. The winner of this match then meets whoever comes out on top between U. of M. and McGill in a two out of three final series.

Loyola shouldn't have too much trouble with Vaudreuil, whom they dispatched rather decisively in their two regular season meetings. As for the final; with improved goaltending, and as much desire as was shown by the team last week, there is no reason why the Braves can't master the Blue and White from U. of M.

Shavings:

Jim McNamara . . . Andre Lalonde . . . shared the losing cause . . . cry heard from J.V. dressing room . . . we want Donnelly . . . Dave Humes spent the weekend with the Varsity . . . a few injuries after Thursday . . . John Hutton . . . pulled knee muscle . . . Paul Delaney . . . bad shoulder . . . once more . . . the great psychologist . . . off to the couch . . . fridge . . . why oh why . . . ?

J.V. cagers take league title

BY PETER VICKERS



BRAVES
TROUNCE
McGILL

"The humble shall be exalted." This is the story of the Loyola J.V. Basketball team, who, last Tuesday night, won the league title by defeating the powerful McGill squad by a score of 74-59.

The J.V.'s have had their share of problems though. Since the beginning of the season they have lost five of their starters, either by injury, quitters, or advances to the Warriors. Undaunted, the J.V. cagers have retained a 9-1 win-loss record in league play, and a 4-2 win-loss record against such powerful teams as Plattsburg Air Force Base, and the Davis Y.M.H.A.

The J.V.'s had an unbelievable record which consisted of an 84 point average per game while only having an average of 53 points against. The Braves, unlike many other teams act as a spirited unit under the dedicated and capable coaching of Larry Rossi.

The driving force behind the Braves is ex-varsity star Jim O'Brien. Jim, a natural guard, leads the team in rebounds.

Paul Matherson dekes out all the opponents with his many moves which has resulted in many points. Gerry Walsh is a tough man under the boards, along with Mike Mullins, a steady shooter from the outside and his brother Pete who filled the vacant guard left by John McCallum, round out the Starting five.

The key to the club's many successes has been the bench strength. Sitting on the edge of the bench ready to go were Varsity M.V.P. Al Duffy, and ex-Varsity stalwart Terry O'Brien. Dave Roach, Harry Murphy, and Jimmy Reardon were called on several times and they proved to be of great service in winning countless games.

At the end of the week the J.V.'s square off against C.M.R. for a two out of three series to decide the Championship. Support would be appreciated.

Sudden death Friday

Warriors meet Bish., and then

By IAN MacDONALD

Loyola Warriors have just completed the most successful season in the school's history.

But now it's playoff time, and it all means nothing.

Five months of effort will culminate in two 60 minute season.

Warriors, boasting the best record in the nation over the regular season, will face off against the fourth place Bishop's Gaiters in the first game of the Ottawa St. Lawrence Athletic Association playoffs Friday night at 6:30 at Loyola's Wigwam.

Second place Sherbrooke Vert et Or will play the third place Sir George Williams Georgians in the second game at nine o'clock.

The winners of the semi-final games will meet for all the marbles Saturday night at eight o'clock.

The winner of the OSL championship will go on to the Nationals to be held at the Montreal Forum next week.

One At a time

But Warriors' young boss Dave Draper isn't thinking in terms of the Nationals, at least, not just yet. His team has two sudden death hockey games to win first.

"It's just a brand new season," said Draper yesterday. We have to take each game as it comes, we have to be mentally prepared for it and I think we are.

"We're a skating team. And that's all we have to keep on doing is skate. The team that forechecks will win, we have to do that to win.

"We've had a great season," Draper admitted, "and I have to be really proud of the way they've played, and I think I'll be proud of them again this weekend."

Great balance

Loyola shooters registered 112 goals this season. And so numerically they possess awesome power up front. But it's the balance of the lines that is most impressive.

Sample:

• The "Blue Line"; centred by captain Roger Wilding, generally conceded to be the smartest hockey player in the Loyola lineup. Michael Lowe, is the fastest skater in the league, when Wilding sees him busting on his wing and can get the puck to him, he's gone. Lowe will often surprise goalies by blasting his tremendous wrist shot from the boards. Danny Heffernan hustles all day to make up what he lacks in natural grace. Heffernan is most effective in the corners and in scramble situations in front of the net.

• The "Gold Line"; has Chris Hayes at centre and Ricky Dawson and Art Thomas on the wings. Hayes headmans the puck as well as anybody, is extremely rugged, distracts opposing defencemen from his linemates, and because he is so tough is almost impossible to move from the slot. Thomas is another speedy man on the blades, has always been a great "bust" hockey player, feeds the slot well from the boards, and lately has become an excellent digger in the corners. Ricky Dawson is perhaps the Warriors finest hockey player. There is nothing he can't do. He skates miles, controls the puck, headmans well, is almost impossible to nail on the blueline, has a great deke, an explosive shot, and is tough in the corners. All these things, plus his ability to come up with the big play when it is most needed make him the man his mates most rely upon.

• The "Red Line"; has rangy Mike Griffin at centre, and Danny McCann and Bernie Austin on the wings. Griffin controls much of the game when he is on the ice. He is fast, has good moves and a

great shot that is one part wrist and one part slapper. McCann's style is much like Heffernan's. He hustles all day, has a better than average slapshot, and is best in the corners. Austin is very fast, digs well, and knows all of Griffin's moves. If the big guy is open Austin will usually hit him.

• In Reserve are Pete Morin, Bobby Jastremski, and Gerry McGrath. Draper describes Morin as having "fit in very well", since he joined the team in early February. "Pete can play anywhere with anybody. He's not on a regular line but he is going to see a lot of action." As for Jastremski, whether or not he plays Friday depends on the condition of his injured leg. "He's a great hockey player" says Draper, "if he's fit, we'll use him."

Warriors are an unchallenged team up front, but they also have the best defensive record in the league. Opposition teams were able to score only 41 goals against Loyola in 16 games. Bill Doyle, the only unanimous selection to the OSL's first all star team combines good speed with big size, a heavy shot, and excellent puck carrying ability. His cohort Steve Sanderson is a fiery competitor who will use any legal means to prevent opposing forwards from standing in the slot.

Denny Maloney is playing on guts alone. Badly injured at Christmas, he has only one good leg and so his speed has been hampered somewhat, but Draper admits that "we need him". Loyola needs Maloney because he is the smartest defenceman on the ice. He plays all aspects well, but most important, he can recover quickly for his own mistakes and cover up well for his partner's errors.

Norm Chouinard, when he's on, is a treat to watch. Chouinard carries the puck better than any defenceman in the league, owns a remarkable wrist shot. When Chouinard wants to play good defensive hockey he does the job. "When Normie covers the slot, I know we're going to win" says goalie Andy Molino, "because that means that his whole game is alert and everyone else is the same."

John Donnelly is a big rookie who combines coolness and toughness. Draper opines that improves a little bit every time out. Mike Lecour, the veteran assistant captain is being held in reserve because of illness.

Molino will go

All of which leaves two excellent goalies and a dilemma for Dave Draper. Who to play? Hughes or Molino. Draper finally made his mind up last weekend.

"Andy is going to play Friday" said Draper yesterday. "He has played exceptionally well all year, and the team has played better as a whole in front of him. Andy should have been on the first all-star team I have not seen a goalie all year who's played better."

Warriors closed the schedule with two wins on the road last weekend. Incredibly bad refereeing was the highlight of Friday's 4-1 win over Bishop's.

Next afternoon Warriors eked out a 5-4 win over the Sherbrooke Vert et Or. Neither team gave the game much of an effort. But Warriors were able to play well when pressed. Norm Chouinard scored twice. Denny Maloney, Michael Lowe, and Morin picked singles.

Warriors ended the season 15-1. And that is the best record in the nation. Toronto's mighty Blues lost the distinction last Friday, losing 5-4 to the U de M Carabins. Blues final standing was 14-1-1.



ANDY MOLINO

"The best in the league."

DRAPER



Editorial

I. M.

Six in all

Icemen place four on dream team

By IAN MacDONALD

To BE the BEST

Five months.

For most, three or four years.

A long time. Too long.

Too many good hockey players frustrated for too long from achieving their ultimate ambition, the championship of the Ottawa St. Lawrence Athletic Association.

Tired of the tag 'losers' - or 'chokers'.

And now, one again, it all goes on the line.

This time, there can be no losing.

Pride, confidence, and ability will not permit it.

This is the greatest hockey team Loyola has ever produced with the greatest record Loyola has ever produced.

Some may deem it unfair that a team with so fine a record over five months should lay it all out in one game, and then another.

But surely this is the test of the true champion.

To win when there is no tomorrow if you lose.

To know what you must do.

To know that the best defence is a good offence.

To forecheck tenaciously.

To SHOOT the puck instead of looking fancy.

To reach down when you're dog tired and backcheck because the defence can't do it alone.

To have your defencemen stand up on the blueline and force commitment from your opponents.

To skate, to pass, to shoot, to check.

To know how much it hurts to lose, and to be determined it won't happen again.

OTTAWA - February 27. The Loyola NEWS has learned exclusively the results of the Ottawa St. Lawrence Athletic Association hockey all-star poll to be released here tomorrow.

And the makeup of the first team reflects Loyola's unprecedented 15-1 won-lost record in league play.

No less than four members of the Warriors pennant winning club have been selected to the first team.

They are defencemen Denny Maloney and Bill Doyle, and forwards Michael Lowe and Roger Wilding.

Second place Sherbrooke Vert et Or placed two members of its team. André Doyon has been chosen as the first team netminder, while scoring champion Gerard Langellier was among the forwards chosen.

Loyola also placed two men on the second team. Brian Hughes repeated as the second team goalie. Ricky Dawson, who played in only eight league games was selected as a forward.

Also selected to the second team were defencemen Cliff Goodwin of Bishop's and Morley Labelle of the Carleton Ravens. Other forwards were Will Mitchell of Bishop's and Jean Therrien of Carleton.

The all-star teams are chosen by an annual end of season poll of the nine coaches in the OSL.



Rick Dawson



Denny Maloney



Bill Doyle



Brian Hughes



Mike Lowe



Roger Wilding

